

Sample

Writing in English Intermediate+

Step-by-step Lesson Plans

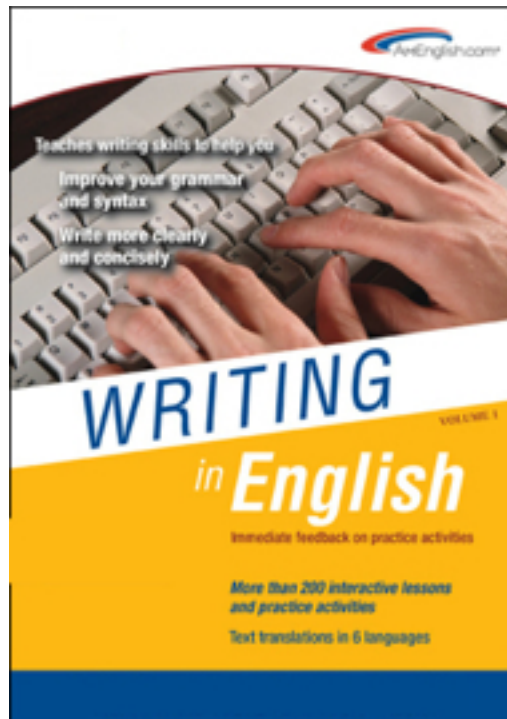
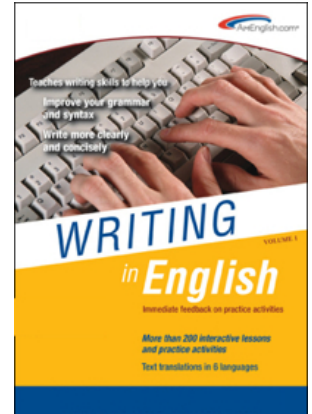


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Introduction:

Writing in English - High Beginning+ and **Writing in English - Intermediate+** build awareness of common errors with over 400 (combined count for both levels) screens of interactive presentations and practices. Clear explanations of grammar rules engage learners with interactive activities. Like a series of puzzle boxes, which open up to reveal smaller boxes nesting inside the larger ones, these programs begin with an interactive presentation on the grammar rules. Next, the learner is prompted to click on specific words, which then change color and open dialogue boxes to reveal more information or examples of usage.

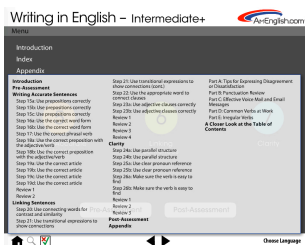
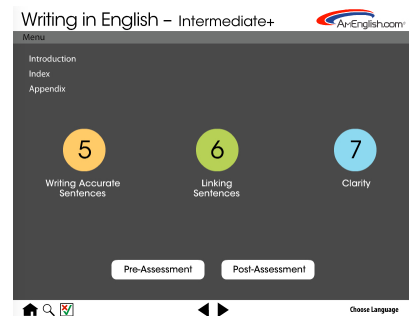


Traditionally, learners are passive at the presentation stage of the lesson, listening to a lecture or reading text. Often, too much information is presented at this stage, and there's too much for the learner to absorb. The interactivity at this first stage of the lesson ensures:

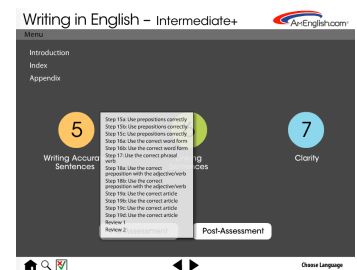
1. Learners are engaged and paying attention.
2. Learners are presented with information that slowly unfolds to reveal more details.

Navigation

At the main Table of Contents, there are now two kinds of 'roll over' flash menus:

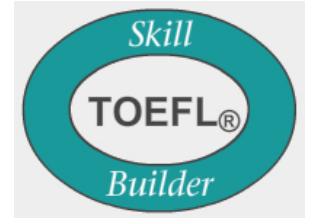


1. Mouse over the magnifying glass at the bottom of the tool bar and a program level index appears.
2. Mouse over each chapter and a chapter level index appears.



TOEFL® Skill Builder Buttons

Mouse over the TOEFL® skill builder buttons in each section to get specifics on how this program will help build skills required for the TOEFL® test.



Target Audience

Writing in English - High Beginning+ identifies common errors for nonnative writers at the high beginning through intermediate level. (Of course, many students, even at the advanced level, may find this program helpful to work on using verbs and gerunds correctly.)

Writing in English - Intermediate+ identifies common errors for nonnative writers at the intermediate through advanced level.

Multiple Learning Styles

The colorful graphics, highlighting, interactivity, and automatic scoring appeal to multiple learning styles.

Format

The material is available online.

Customers

This program is used at schools like Iowa State University and at the University of South Carolina and companies like PayPal and Johnson & Johnson.

Organization

Pre-assessment/ post assessment

Both levels of the program begin with a pre-assessment, which has five rotating versions. Students complete 50 items and receive a score. This score can be compared to their post-assessment score at the end to measure improvement.

Interactive presentations

Grammar rules are introduced through interactive presentations that involve the learner. This process prevents learners from being overwhelmed with too much information at one time.

Interactive practices

Interactive practices follow each presentation and provide immediate feedback on answers with automatic scoring.

Application activities

The content in the application section is generated by students. These activities guide students in applying the rules presented in the program to their writing. This will help bridge the gap between the classroom and the world outside, which is always a challenge.

Paragraph level reviews

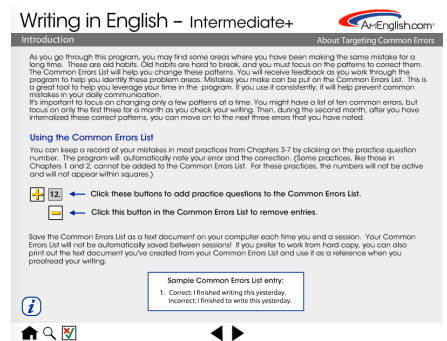
Paragraph level reviews provide opportunities to identify errors and edit. Of course, for many practices and reviews, there is more than one correct answer. The “back end” programming supports multiple correct answers. This is one of the many invisible advantages to an interactive program.

The Common Errors List

A unique tool inside the program, *The Common Errors List*, allows students to capture their own mistakes with corrections as they move through the program.

Chapter Five: Writing Accurate Sentences

Chapter Five deals with common problems for non-native writers: prepositions, word forms, phrasal verbs, prepositions with adjectives/verbs, and articles. Again, this chapter features multiple practices with mistakes taken from students’ written communication.



There are interactive charts throughout this section. For example, students can click on a phrasal verb and see the definition along with sentences using that phrasal verb with more information about which phrasal verbs can be divided.

Chapter Six: Linking Sentences

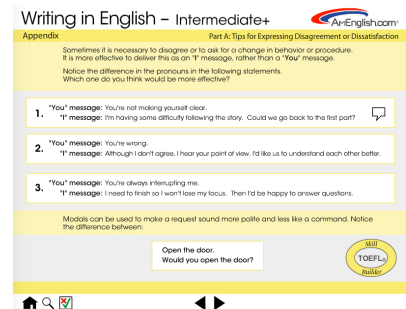
This chapter covers connecting words in sentences, transitional or linking expressions to show connections between sentences, subordinating conjunctions to join clauses, and adjective clauses.

Chapter Seven: Clarity

Chapter seven covers parallel structure, clear pronoun reference, and concise writing.

Appendix

The Appendix covers the following: “You vs. I” messages, punctuation, examples for effective voicemail/email, common verbs at work, and irregular verbs.



Lesson One: Pre-Assessment

Warm-up

Elicit from the class what is most difficult for them about writing in English?

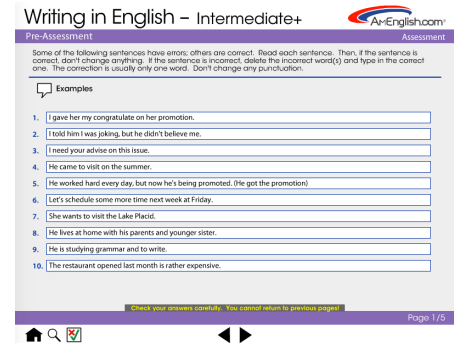
This can be done as a whole class exercise with the teacher writing students' comments on the board.

Pre-Assessment

Have students take the pre-assessment, so that there is a score to compare to the post-assessment at the end of the program. Lower the affective filter by telling students that if they get a perfect score, they don't need to be in the class.

Notes for Teachers:

- This will give students a baseline and an awareness of their shortcomings.
- It will also intensify students' focus on the material in the programs.
- Teachers can compare scores on the pre-assessment with the post-assessment to measure improvement.



User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation. Make sure students know how to use the “Choose your language” button at the Table of Contents screen.

Show students the “About Targeting Common Errors” and “Using this software” sections in the Introduction. Make sure they know how to set the language button at the Table of Contents and how to toggle back and forth between English and the language they selected on each screen.

Overview

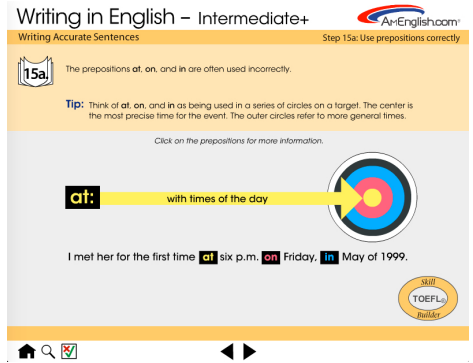
1. Show the Table of Contents with 3 Chapters & the Pre and Post-assessments.

2. Click on the magnifying glass at the bottom left of the screen to show them the detailed index.
3. Mouse over the chapter buttons on the Table of Contents to show the short Flash list of Steps for each chapter.
4. Take them to Chapter Five and show them the instructions in each step presentation. For example, in Step 15a, clicking on the prepositions in the sample sentence will reveal more information.
5. Mouse over the TOEFL® Skill Builder button to get specifics on how this program will help build skills required for the TOEFL® test.
6. Take students to Practice 5.1 in Chapter Five to show them the scoring.
7. Remind students about the “Common errors list”. Go to Practice 5.1 to show them how it works by making a mistake. Then, click on that item number to pull up the correct answer along with your mistake. Note the graphic for the common errors list in the lower left of the screen.

On your own in the lab/Homework

Review Chapter 5: Steps 15a, 15b, & 15c

Complete Practices 5.1 - 5.12



Lesson Two: Chapter Five

(Ideally, this is a review, but it can be a preview.)

Review: Whole class

This can be a whole class exercise with teachers facilitating the discussion.

Ask students:

What are the prepositions in these sentences?

I met her for the first time at six p.m. on Friday, in May of 1999.

Meet me at the train station on Beach Street in San Francisco.

The teacher can read the sentences aloud and elicit answers or write the sentences on the board **without** marking the prepositions and elicit answers.

Group practice

Have students work in small groups or with partners to make five sentences with the following prepositions: at, on, and in.

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will identify the verbs in each sentence.

Whole class

Ask students:

What are the prepositions in these sentences?

I have lived in California for 5 years.

I have lived in California since 1995.

He can't be reached during the meeting.

| |
|---|
| He is standing between his boss and his co-worker. |
| His will is among his many legal documents in his safe. |
| I need this report by 5 p.m. on Friday. |
| She has to work until 7 p.m. tonight. |
| The show doesn't start until 8 p.m. |

Group practice

Have students work in small groups or with partners to make five sentences with the following prepositions:

| | | | |
|-----------|------------|---------------|----------|
| since/for | during/for | between/among | by/until |
|-----------|------------|---------------|----------|

Monitor for Grammar/syntax problems

The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will identify the prepositions in each sentence.

Reflect

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/Homework

Review Chapter 5: Steps 16a & 16b

Complete Practices 5.13 - 5.26