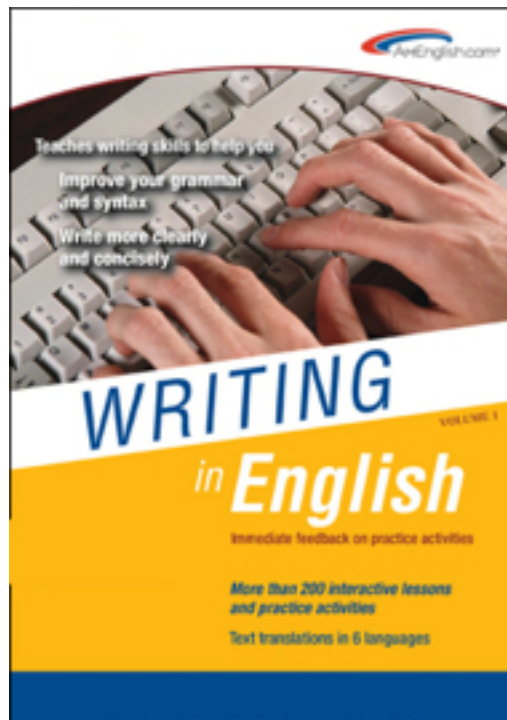


# Writing in English High Beginning+

## Step-by-step Lesson Plans

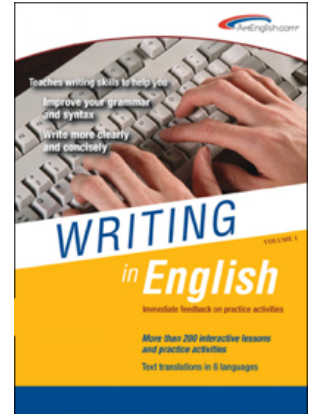


# Table of Contents

<b>Introduction:</b> .....	<b>3</b>
<b>Lesson One: Pre-Assessment</b> .....	<b>7</b>
<b>Lesson Two: Chapter 1</b> .....	<b>9</b>
<b>Lesson Three: Chapter 2</b> .....	<b>12</b>
<b>Lesson Four: Chapter 3</b> .....	<b>15</b>
<b>Lesson Five</b> .....	<b>19</b>
<b>Lesson Six</b> .....	<b>23</b>
<b>Lesson Seven</b> .....	<b>25</b>
<b>Lesson Eight</b> .....	<b>27</b>
<b>Lesson Nine: Chapter 4</b> .....	<b>29</b>
<b>Lesson Ten</b> .....	<b>32</b>
<b>Lesson Eleven</b> .....	<b>35</b>
<b>Lesson Twelve</b> .....	<b>37</b>
<b>Appendix</b> .....	<b>38</b>

# 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.

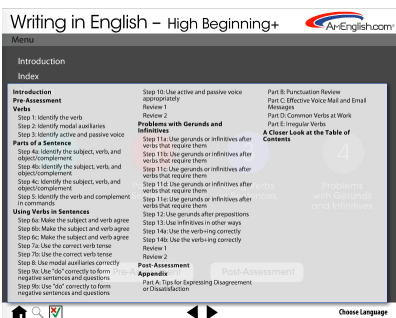


Traditionally, learners are passive at the presentation stage of the lesson, listening to a lecture or reading text. Often, too much information is presented at this stage, and there's too much for the learner to absorb. The interactivity at this first stage of the lesson ensures:

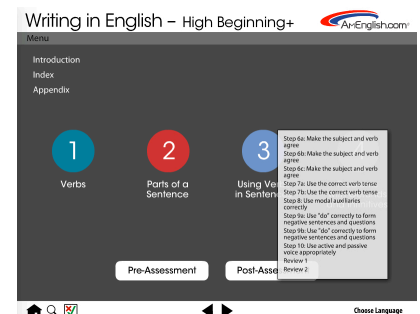
1. Learners are engaged and paying attention.
2. Learners are presented with information that slowly unfolds to reveal more details.

## 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 the University of South Carolina.

## 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

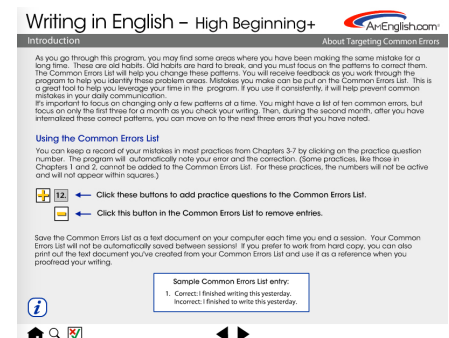
Paragraph level reviews provide opportunities to identify errors and edit. Of course, for many practices and reviews, there is more than one correct answer. The “back end” programming supports multiple correct answers. This is one of the many invisible advantages to an interactive program.

## 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 One: Verbs and Chapter Two: Parts of a Sentence

The first two chapters build sequentially. Chapters One and Two quickly review parts of speech as sometimes students get confused about these. For example, some students identify the adjective “accomplished” as a verb in sentence five from practice 1.3, “He was already an accomplished scientist when he moved to the new job.”



## Chapter Three: Using Verbs in Sentences


Chapter Three is important for establishing clarity with verb tenses. Again, even advanced level writers are often confused about verb tense. This chapter has multiple practices with mistakes taken from students' written communication. Using verbs accurately is critical to effective academic writing and effective email writing at work.

## Chapter Four: Problems with Gerunds and Infinitives

Chapter Four extends the work with verbs to focus on gerunds and infinitives.

## Appendix

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

Writing in English – High Beginning+ 


Appendix Part A: Tips for Expressing Disagreement or Dissatisfaction


Sometimes it is necessary to disagree or to ask for a change in behavior or procedure. It is more effective to deliver this as an “I” message, rather than a “You” message. Notice the difference in the pronouns in the following statements. Which one do you think would be more effective?

1. “You” message: You’re not making yourself clear.  
“I” message: I’m having some difficulty following the story. Could we go back to the first part?
2. “You” message: You’re wrong.  
“I” message: Although I don’t agree, I hear your point of view. I’d like us to understand each other better.
3. “You” message: You’re always interrupting me.  
“I” message: I need to finish so I won’t lose my focus. Then I’d be happy to answer questions.

Models can be used to make a request sound more polite and less like a command. Notice the difference between:

Open the door.  
Would you open the door?





# Lesson One: Pre-Assessment

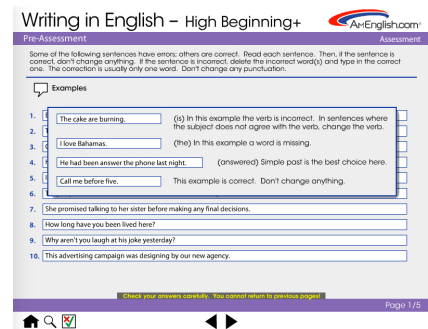
## Warm-up

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.

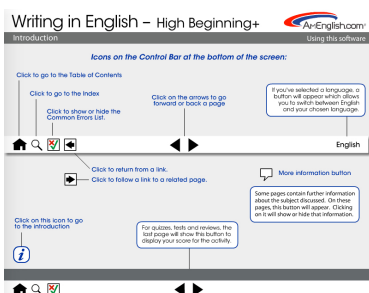
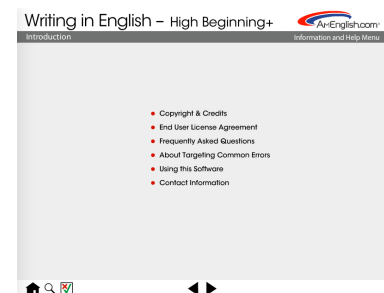


Notes for Teachers:

- 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 4 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 one and show them the instructions in each step presentation. For example in step 1, clicking on the verbs in the examples, will reveal more information. Clicking on the empty dialogue box at the right will reveal further 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 1.1 in chapter one to show them the scoring.
7. Remind students that the “Common errors list” works in Chapters Three and Four. Go to practice 3.1 to show them how it works by clicking on one of the item numbers. Note the graphic for the common errors list in the lower left of the screen.

## On your own in the lab/Homework

Review Chapter One, completing all the practices

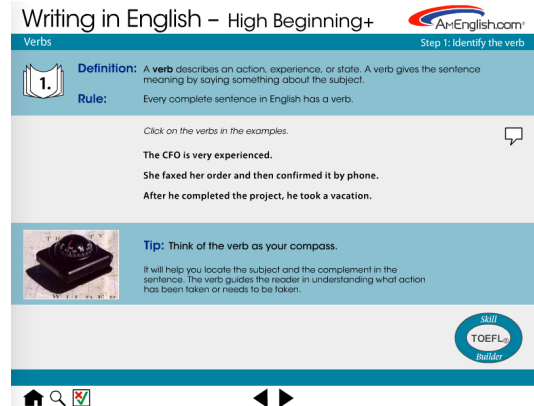
## Lesson Two: Chapter 1

### Identify verbs, modals, & active & passive voice

(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.



Project “**Step 1: Identify the verb**” on the board. Elicit the verbs in each example from the class. Then, click on the verb to show the pop-up box with more information.

The CFO <b>is</b> very experienced.
She <b>faxed</b> her order and then <b>confirmed</b> it by phone.
After he <b>completed</b> the project, he <b>took</b> a vacation.

#### Practice

Divide the class into two teams.

Project Practices 1.1 - 1.5, one at a time.

Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team. Keep score.

#### Whole class

What is the word “can” in the following sentence?

*(answer: a modal; elicit more examples of modals from the class)*

See Chapter 1; Step 2

He <b>can</b> follow directions well.
How does it change the verb?
Example: He <b>follows</b> directions well.

Next, Project “**Step 2: Identify modal auxiliaries**” on the board. Elicit the modals in the **second set of examples** from the class. Then, click on the modals to show the pop-up box with more information.

Would you forward this material to our manager please?
I should have taken care of this earlier.

## Practice

Divide the class into two teams.

Project Practices 1.6 - 1.12 one at a time. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team. Keep score.

## Whole class

Project “**Step 3: Identify active and passive voice**” on the board. Elicit the verbs in the examples from the class. Then, click on the verbs to show the pop-ups.

See Chapter 1; Step 3

Tony repaired the computer. ( <i>active</i> )
The computer was repaired by Tony. ( <i>passive</i> )
Oranges are grown in Florida. ( <i>passive</i> )
They grow oranges in Florida. ( <i>active</i> )

## Practice

Divide the class into two teams.

Project Practices 1.13 & 1.14 one at a time

Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team. Keep score.

## **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 Two, completing all the practices

## Lesson Three: Chapter 2

### Identify the subject, verb, & object/complement

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

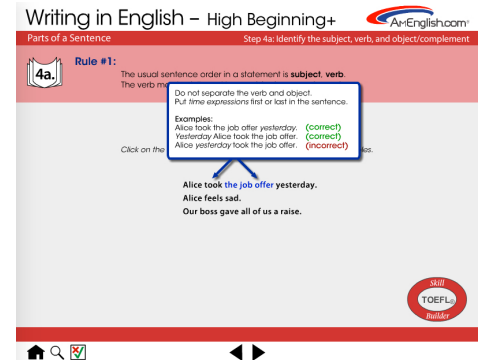
#### Review: Whole class

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

Project “**Step 4a: Identify the subject, verb, and object/complement**” on the board. Elicit the subject, verb and object/complement in the examples from the class. Then, click on those words to show the pop-ups with more information.

See Ch. 2 Step 4a

Alice took the job offer yesterday.
Alice feels sad.
Our boss gave all of us a raise.



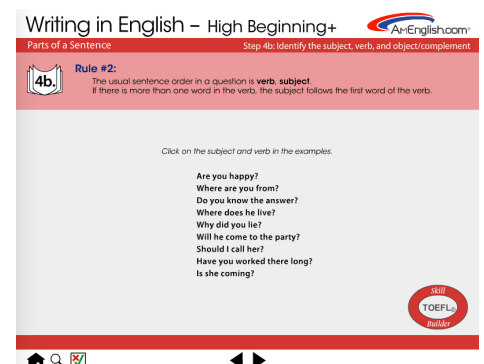
#### Whole class

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

Project “**Step 4b: Rule #2**” on the board. Elicit the subject and the verb in the examples from the class. Then, click on those words to show the pop-ups with more information.

See Ch. 2 Step 4b

Are you happy?
Where are you from?
Do you know the answer?
Where does he live?



Next, Project “**Step 4c**” on the board. Elicit volunteers from the class to read the questions.

## Practice

Divide the class into two teams.

Project Practices 2.1 - 2.8 one at a time

Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team. Keep score.

## Whole class

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

Ask students:

What is the verb and object/complement in these commands?
---

Note: The subject (you) is understood.

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

See Ch. 2 Step 5

Close the door.
Open the window.

## Practice

Divide the class into two teams.

Project Practices 2.9 & 2.10 one at a time

Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team. Keep score.

## 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 Steps 6a - 6c in Chapter Three; completing Practices 3.1 - 3.5

Review “Effective Voicemail & Email Messages” in the Appendix

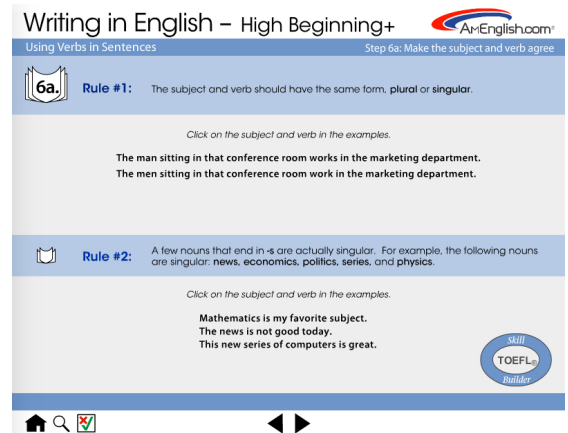
## Lesson Four: Chapter 3


### Chapter 3 - Make the subject and verb agree

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

#### Review: Whole class

Project “**Step 6a & 6b: Make the subject and verb agree**” on the board. Elicit the subject and the verb in the examples from the class. Then, click on those words to show the pop-ups with more information.



Writing in English – High Beginning+ 

Using Verbs in Sentences Step 6a: Make the subject and verb agree

**6a.** **Rule #1:** The subject and verb should have the same form, plural or singular.


Click on the subject and verb in the examples.

The man sitting in that conference room works in the marketing department.  
The men sitting in that conference room work in the marketing department.

**Rule #2:** A few nouns that end in -s are actually singular. For example, the following nouns are singular: news, economics, politics, series, and physics.

Click on the subject and verb in the examples.

Mathematics is my favorite subject.  
The news is not good today.  
This new series of computers is great.



See Ch. 3 Step 6a & 6b

The man sitting in that conference room works in the marketing department.
The men sitting in that conference room work in the marketing department.
Mathematics is my favorite subject.
The news is not good today.
This new series of computers is great.
Everybody wants to enjoy life.

#### Group practice

Have students work in small groups or with partners to make three sentences choosing from the following subjects: news, economics, politics, series, physics, everyone, everybody, someone, somebody, & something.

#### 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 subject and verb in each sentence.

## Review

### Whole class

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

Ask students:

What is the verb and the noun that follows it in these sentences?
---

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

See Ch. 3 Step 6c; Rule #4

There is a new manager in my department.
--

There are three new employees in my department.
---

### Group practice

Have students work in small groups or with partners to make three sentences using “there is” and “there are” and making sure the noun that follows agrees with the verb.

### 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 noun that follows the phrase “there is” or “there are” in each sentence.

### Review: Whole class

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

Project “**Step 6c, Rule #5**” on the board. Elicit the subject and the verb in the examples from the class. Then, click on those words to show the pop-ups with more information.

See Ch. 3 Step 6c; Rule #5

The pictures on that wall were all taken in Italy.

### Group practice

This is an optional practice; the teacher can decide if it is appropriate for the class, depending on their level.

Have students work in small groups or with partners to make three sentences with a prepositional phrase after the subject like the example.

### 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 subject and verb in each sentence.

### Review: Whole class

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

Ask students:

What are the two subjects and the verb in this sentence?

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

See Ch. 3 Step 6c; Rule #6

My manager and his boss share the same birthday.

### Group practice

Have students work in small groups or with partners to make three sentences using two subjects each and making sure the verb reflects that.

### 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 two subjects and the verb 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 Steps 7a & 7b in Chapter Three, completing Practices 3.6 - 3.33

# Lesson Five

## Chapter 3 - Using Verbs in Sentences

(Note: This lesson may take more time than others, as verb tenses are complicated.)

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

### Review

### Whole class

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

Ask students:

Give me a sentence with #1, #2 & so on.

Teachers will elicit these examples from students and correct any problems.

This is a good time to discuss the fact that native speakers do not use #10 (past perfect) that often. It is mainly used when there are two events in the past, and the speaker wants to make sure it is clear which one came first.

See Ch. 3 Step 7a & 7b

1. I live
2. I am living
3. I lived
4. I was living
5. I will live
6. I will be living
7. I am going to live
8. I have lived
9. I have been living
10. I had lived
11. I had been living
12. I will have (/been)

The interactive chart in Step 7a is very useful, and the teacher may decide to project it on the board in the classroom for this lesson.

Writing in English – High Beginning+ AmEnglish.com®

Using Verbs in Sentences Step 7a: Use the correct verb tense

7a. Definition: Verb tense refers to time: past, present, and future. Correct verb tenses are critical to tell the reader when something happened or will happen.

Click on the numbers on the left to see the verb tenses.

Simple present tense

Past Now Future

1 I live  
2 I am living  
3 I lived  
4 I was living  
5 I will live  
6 I will be living  
7 I am going to live  
8 I have lived  
9 I have been living  
10 I had lived  
11 I had been living  
12 I will have (/been)

I live on 2nd Street now. (he/she lives)  
I brush my teeth every day. (he/she brushes)  
this is a regular activity or a habit

Skill TOEFL® Builder

## Group practice

Divide the class into 4 sections. Each section will work with 3 verb tenses. Have students work in small groups or with partners to make two sentences each for the 3 tenses.

## 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 give a “thumbs up” or “thumbs down” depending on whether they think the sentence is using the verb tense correctly. If students do not give enough information for students to tell if the verb tense is correct, students can use a “thumbs to the side.”

For example:

<i>I had lived in Fremont.</i> (thumbs to the side)
<b>Rather than:</b>
<i>I had lived in Fremont before I moved to Hayward, but now I am living in Santa Clara.</i>

## Whole Class

The student work will give the instructor more information on what verb tenses are still confusing for students. Then he/she can review these. It's worth the time clarifying verb tenses here before moving on as even advanced level students often make mistakes when using the simple present and the present progressive tense in conversation.

## Review: Whole class

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

Ask students:

Give me the simple past and the past participle of the following irregular verbs:

beat
become
begin

The interactive chart in *Step 7b* is very useful and the teacher may decide to project it on the board in the classroom for this lesson.

## Group practice

Divide the class into 8 sections. Have each section group choose 6 verbs from that section on the chart and supply the simple past & past participle. (Note: these sections correspond to the groups you see when you click on the chart – in Step 7b)

<b>Section 1</b>
beat, become, begin, bend, bet, bid, bite, bleed, blow, bring, build, buy
<b>Section 2</b>
catch, choose, come, cost, cut, deal, do, draw
<b>Section 3</b>
eat, fall, feed, feel, fight, find, fit, fly, forget, forgive
<b>Section 4</b>
get, give, go, grow, have, hear, hide, hit, hold, hurt
<b>Section 5</b>
keep, know, lead, leave, lend, let, light, lost
<b>Section 6</b>
make, mean, meet, pay, put, quit, read, ride, ring, run
<b>Section 7</b>
say, see, sell, send, set, shoot, show, shrink, shut, sing, sit, sleep, speak, spend, spread, stand, steal, stick, sting, strike, swim
<b>Section 8</b>

take, teach, tear, tell, think, throw, understand,  
upset, wake, wear, win, withdraw, write

### **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 verbs orally with the class. The rest of the class will give a “thumbs up” or “thumbs down” depending on whether they think the simple past & past participles are correct.

### **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 Step 8 in Chapter Three, completing Practices 3.34 - 3.40

## Lesson Six

### Step 8 - Use modal auxiliaries correctly

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

#### Review

#### Whole class

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

#### Warm-up

Elicit some examples of modals from the class: will, can, may, could, and so on. Write these on the board. Divide them up into **present & future** vs. **past** references. See chart for step 8 for groups & example sentences. (Some of this labeling depends on context, of course.)

*Project the chart for step 8 on the board*

Elicit examples for each modal from the chart in the first two categories, **Present & Future** and **Past**. Correct any problems. Then click on the chart to show the examples that pop up in the boxes when you click on the modals in the chart.

Take a minute to review the definition at the top of the box that pops up for each modal. Click on “must/have to” and then “should.”

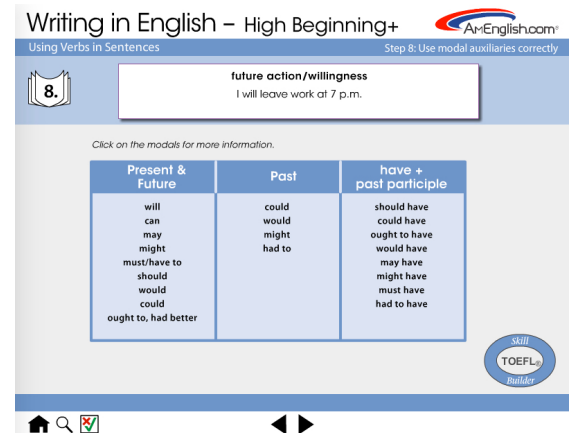
Ask students:

Which is stronger *obligation/advisability* or *necessity*?

Next, click on examples from the 3rd category on the chart:

***Have+ past participle.***

After showing each example, elicit more examples of sentences from the class.



Talk about the fact that native speakers use many of the modals in this last category when they make excuses for not doing something.

For example:

<i>I would have finished the homework if my car had not broken down.</i>
--

<i>I would have finished the homework, but my car broke down.</i>
---

This is what makes mistakes with “would” problematic. For example: if a native speaker receives the following email, he/she may be confused.

See practice 3.40, #1

<i>I would be on a business trip July 6-9. Email access would be limited. (Mistake)</i>
---

## Group practice

Have students work in small groups or with partners to make sentences with modals.

## 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 whether the sentence refers to the **present & future** or the **past**.

## 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 Steps 9a & 9b

Complete practices 3.41-3.52

## Lesson Seven

### Steps 9a & 9b - Use “do” correctly to form negative sentences & questions

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

### Review

#### Whole class

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

1. Elicit some examples of questions with “do.”
2. Put them on the board.
3. Elicit some examples of negative statements with “do.”
4. Put them on the board.

#### Group practice - Teams

Divide the class into two teams. Project practices 3.42 - 3.48 on the board one at a time. Each team has one minute to rearrange the words into questions or negative sentences (depending on the directions). Keep score.

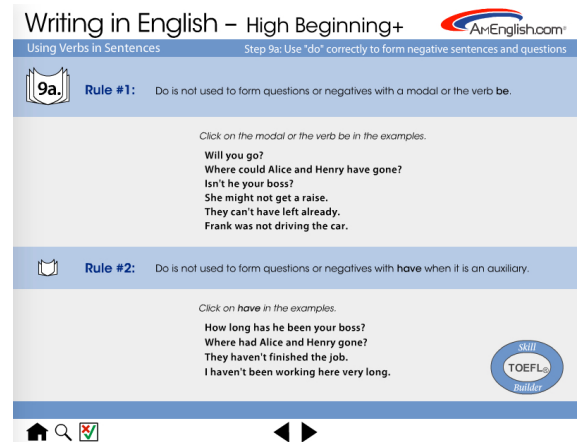
#### Whole class


Write the following sentences on the board (see practice 3.49):

She asked a question.
( <b>Did</b> she ask a question? She <b>didn't</b> ask a question)
Her father is the CEO.
( <b>Is</b> her father the CEO? Her father <b>isn't</b> the CEO.)

Ask for volunteers to change them to:

- Questions
- Negative statements



Writing in English – High Beginning+ 

Using Verbs in Sentences Step 9a: Use “do” correctly to form negative sentences and questions

**9a. Rule #1:** Do is not used to form questions or negatives with a modal or the verb be.


Click on the modal or the verb be in the examples.

Will you go?  
Where could Alice and Henry have gone?  
Isn't he your boss?  
She might not get a raise.  
They can't have left already.  
Frank was not driving the car.

**Rule #2:** Do is not used to form questions or negatives with have when it is an auxiliary.

Click on have in the examples.

How long has he been your boss?  
Where had Alice and Henry gone?  
They haven't finished the job.  
I haven't been working here very long.



## **Group practice - Teams**

Next project practices 3.50 - 3.52 on the board one at a time. Each team has one minute to change the sentence to a question. Keep score.

## **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 Step 10

Complete Practices 3.53 - 3.66

## Lesson Eight

### Step 10 - Use active and passive voice appropriately

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

### Review

### Whole class

Write the following sentences on the board:

Maria made this mistake.
Revise the procedures.
They are wasting energy.

- Ask volunteers to change them to passive voice.
- Ask the class to tell you which is generally better to use, active or passive voice. (active)
- Ask them to give examples of specific situations where passive voice is preferable. (See pop-ups on Step 10 examples)

### Group practice I - Teams

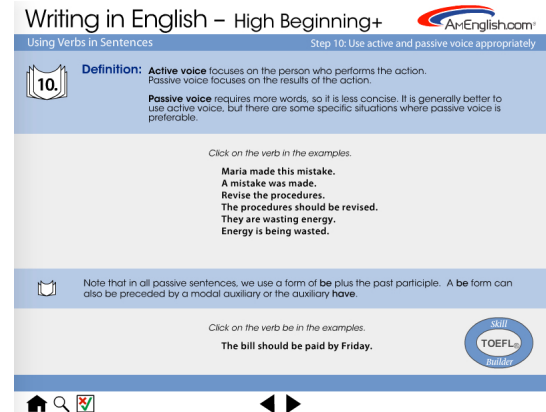
Divide the class into two teams. Project practices 3.57 - 3.60 on the board one at a time. Each team has one minute to change the passive sentences into active sentences. Keep score.

### Group practice II - Teams

Project practices 3.63 - 3.66 on the board one at a time. Each team has one minute to correct the mistakes in the passive sentences. Keep score.

### Group practice III - Teams - Chapter Review

Project Reviews 1 & 2 on the board one at a time. Each team has one minute to correct the mistakes. Keep score.



## 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

Take the Chapter Review for Chapter 3

Review Steps 11a - 11e

Complete Practices 4.1 - 4.7

Writing in English – High Beginning+
AmEnglish.com®
Review 1

Using Verbs in Sentences

Review

Click on the mistakes in the following paragraph and insert the corrections.

+

I am coming to the U.S. in 1990.

+

I have not a lot of money, but I worked hard.

+

I am living in Los Angeles for five years.

+

I am living in San Francisco since 1995.

+

I study English at the adult school at first.

+

I watched television and discover that the news are a great resource for vocabulary.

+

I practice English every day by talking to anyone who were willing to chat with me.

+

Then I start taking classes at San Francisco State University.

+

I complete my undergraduate degree there and go on to get my graduate degree in engineering from Santa Clara University.

+

I was gave a scholarship for my graduate work.

+

I am happy to say I would be getting married this spring.

+

If I continue working hard, I could imagine a great future in this country.

score

©2014 – AmEnglish.com, Inc. – All rights reserved

Page 28

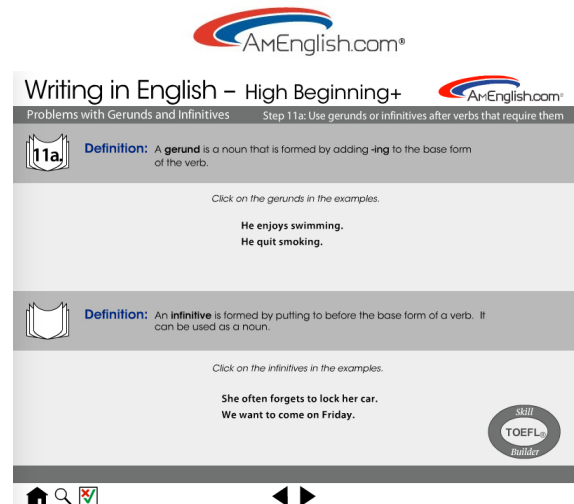
## Lesson Nine: Chapter 4

**Steps 11a - 11e** Use gerunds or infinitives after verbs that require them

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

### Review - Gerunds vs. Infinitives

**Whole class**



Writing in English – High Beginning+  
Problems with Gerunds and Infinitives Step 11a: Use gerunds or infinitives after verbs that require them

**11a** **Definition:** A **gerund** is a noun that is formed by adding **-ing** to the base form of the verb.

Click on the gerunds in the examples.

He enjoys swimming.  
He quit smoking.

**Definition:** An **infinitive** is formed by putting to before the base form of a verb. It can be used as a noun.

Click on the infinitives in the examples.

She often forgets to lock her car.  
We want to come on Friday.

TOEFL®  
Builder

Write the following sentences on the board:

<i>He enjoys swimming.</i>
<i>He quit smoking.</i>

Elicit the gerunds.

Write the following sentences on the board:

<i>She often forgets to lock her car.</i>
<i>We want to come on Friday.</i>

Elicit the infinitives.

Project chart 11b on the board.

Click on the word “advise.” Talk about the difference between the two example sentences:

- *I advised leaving early.*
- *I advised him to leave early.*

Elicit a few sentences using verbs from both charts from the class.

### Practice

Turn off the projector so students can no longer see the charts. Distribute index cards with the verbs from both charts - one verb per card. Have students form two groups. Students who have verbs that require gerunds

go to the left side of the classroom; students who have verbs that require infinitives go to the right side of the classroom.

Next have individuals make a sentence using the verb on their card. Share it with the class orally.

## **Review - Gerunds vs. Infinitives**

### **Whole class**

Write the following sentences on the board:

<i>I'll never forget swimming in the Caribbean.</i>
<i>The water was beautiful and warm.</i>
<i>Remember to lock the door.</i>

State the rule from step 11d (see pop ups)

Elicit sentences with “forget” & “remember” from the class using gerunds & infinitives.

### **Group practice**

Have students work in small groups or with partners to make sentences with “forget” & “remember” like the examples on the board. Have students write about something they remember from their country, like a special food, person, or place.

### **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 whether the sentence has a gerund or infinitive.

### **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 Steps 12 & 13

Complete Practices 4.8 - 4.18

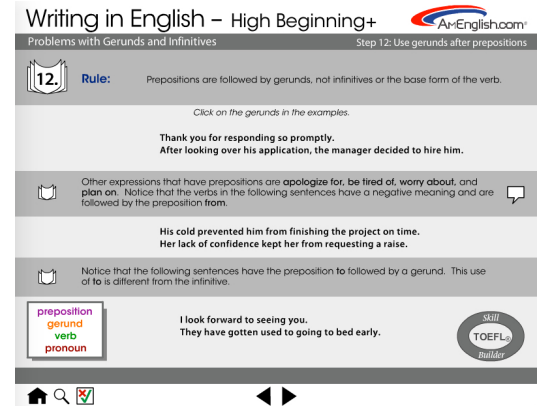
# Lesson Ten

## Step 12 & Step 13

Use gerunds after prepositions & Use infinitives in other ways

**Review** - Use gerunds after prepositions

**Whole class**



Writing in English – High Beginning+ AmEnglish.com

Problems with Gerunds and Infinitives Step 12: Use gerunds after prepositions

**12. Rule:** Prepositions are followed by gerunds, not infinitives or the base form of the verb.

Click on the gerunds in the examples.

Thank you for responding so promptly.  
After looking over his application, the manager decided to hire him.

Other expressions that have prepositions are apologize for, be tired of, worry about, and plan on. Notice that the verbs in the following sentences have a negative meaning and are followed by the preposition from.

His cold prevented him from finishing the project on time.  
Her lack of confidence kept her from requesting a raise.

Notice that the following sentences have the preposition to followed by a gerund. This use of to is different from the infinitive.

preposition  
gerund  
verb  
pronoun

I look forward to seeing you.  
They have gotten used to going to bed early.

TOEFL Builder

Write the following sentences on the board:

See Step 12

*Thank you for responding so promptly.*

*After looking over his application, the manager decided to hire him.*

- Elicit the prepositions & the gerunds.
- Elicit more examples of prepositions from the class.
- Write them on the board.

## Group practice

Have students work in small groups or with partners to make sentences with prepositions & gerunds like the examples on the board.

## 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 & the gerunds.

**Review** - Use infinitives in other ways

**Whole class**

Write the following sentences on the board (see rule#1, step 13):

<i>The best place to find a hotel is the Internet.</i>
<i>Her husband was reluctant to go on a trip to Antarctica.</i>

Elicit the infinitives and the noun and adjective that are used before them.

Write the following sentences on the board (see rule#2, step 13):

<i>He went to the dentist to have his teeth cleaned.</i>
<i>She used the overhead to display the results.</i>

Elicit the infinitive and the purpose in each sentence.

Write the following sentences on the board (see rule#3, step 13):

<i>He doesn't know when to go.</i>
<i>She didn't tell me what to say.</i>

Elicit the “wh” words & the infinitive.

## Group practice

Have students work in small groups or with partners to complete the sentences from application 4.3 using infinitives:

Example: Please be careful **to look** both ways when crossing the street.

Please be careful
We are certain
Are you ready
She will be glad
His friend was surprised
I don't know where
He went to New York City
She called me at midnight

## 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.

**On your own in the lab/Homework**

Review Steps 14a & 14b

Complete Practices 4.19 - 4.22

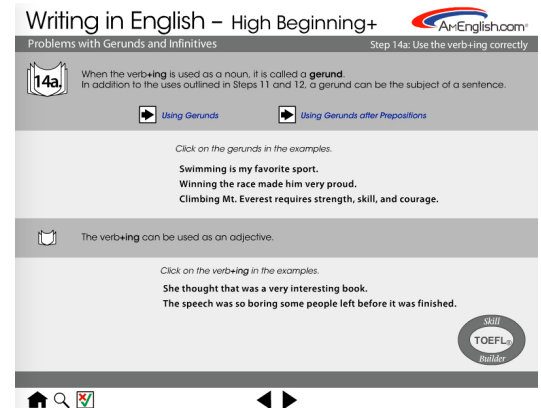
# Lesson Eleven

## Steps 14a & 14b: Use the verb+ing correctly

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

## Review - Use the verb+ing correctly

### Whole class



Write the following sentences on the board (see step 14a):

<i>Swimming is my favorite sport.</i>
<i>Winning the race made him very proud.</i>

- Elicit the gerunds: *swimming* & *winning*
- Elicit the part of speech: *subject*

Write the following sentences on the board (see step 14a):

<i>She thought that was a very interesting book.</i>
<i>The speech was so boring some people left before it was finished.</i>

- Elicit the adjectives: *interesting* & *boring*

Write the following sentences on the board (see step 14b):

<i>The book was interesting.</i> (the book caused the feeling of interest)
<i>She was interested in that book.</i> ("She" is passive. The book caused the feeling of interest.)

- Elicit the *-ing* & *-ed* forms in the examples.

Write the following sentences on the board (see step 14b):

<i>The City Council is considering a change in parking regulations.</i>
<i>The audience was applauding the speaker.</i>

- Elicit the “-ing” ending on the main verb.
- (considering & applauding)

### **Group practice I - Teams**

Divide the class into two teams. Project practices 4.19 - 4.22 on the board one at a time. Each team has 30 seconds to fill in the blank. Keep score.

### **Group practice II - Teams**

Divide the class into two teams. Project Reviews 1 & 2 on the board. Each team has one minute to fix the mistakes. Keep score.

### **On your own in the lab/Homework**


Take the Post-assessment

## Lesson Twelve

Take the Post-assessment in the lab to see if you can improve your score from the homework.

### Reflect

Take a moment to reflect on the program overall and share with a partner/the group what has been most useful to you in ***Writing in English- High Beginning+***.



### Writing in English – High Beginning+




Post-Assessment
Assessment



Some of the following sentences have errors; others are correct. Read each sentence. Then, if the sentence is correct, don't change anything. If the sentence is incorrect, delete the incorrect word(s) and type in the correct one. The correction is usually only one word. Don't change any punctuation.

**Examples**

- Everyone on this team are involved in the decision.
- The schedule of classes are available this week.
- Can you imagine to win this race?
- He is very involving in supporting his son's soccer team.
- I look forward to see you next week.
- They hoped to avoid to meet with her as she is a difficult person.
- She promised talking to her sister before making any final decisions.
- How long have you been lived here?
- Why aren't you laugh at his joke yesterday?
- This advertising campaign was designing by our new agency.

Check your answers carefully. You cannot return to previous pages!

Page 1/5

## Appendix

1. Identify the verb
2. Identify modal auxiliaries
3. Identify active and passive voice
4. Identify the subject, verb and object/complement
5. Identify the verb and complement in commands
6. Make the subject and verb agree
7. Use the correct verb tense
8. Use modal auxiliaries correctly
9. Use “do” correctly to form negative sentences and questions
10. Use active and passive voice appropriately
11. Use gerunds or infinitives after verbs that require them
12. Use gerunds after prepositions
13. Use infinitives in other ways
14. Use the verb+ing correctly