The Companion Series for English Discoveries

Sampler

The Writing Module

Transition to Work Module

English Across the Curriculum Module

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The Companion Series for English Discoveries

The Writing Module

Introduction to the Writing Module

The Companion Writing Module for the *English Discoveries* Program was authored by Dr. Louisa Rogers. It is designed to follow the language development sequence as outlined by The WIDA Consortium. In addition, it incorporates The Writing Process model used in some state standards. These standards also entail producing text that is creative, informative, or persuasive. Of course, description and narration are part of creative and informative discourse, and comparison/contrast, classification, and cause/effect are part of informative and persuasive discourse. Some states assess high school students on their ability to produce text in one or more of these genres. Adult ESOL standards call for students to be able to communicate, in writing, in real world and job related contexts, and some secondary state standards also require this ability to write functional text. The Writing Module for *English Discoveries* attends to this range of demands.

The Writing Process includes Planning, Writing, Revising, Editing, and Publishing. Because *English Discoveries* is a state-of-the-art multi-media program, using the Writing Process gains an added dimension. By utilizing the program's capacity for speech recognition and recording, pre-writing (brainstorming and planning) and revision can be performed not only in a written format, but in oral and aural modalities as well.

Students can publish their writing samples on the Internet, within *English Discoveries,* and receive feedback not only from their instructors, but their fellow students as well. The online forum also allows students to become part of an even larger group of worldwide learners and interaction with literally hundreds of other English Language Learners is possible through this forum.

Creative writing includes but is not limited to expressive and reflective text. It could also be said it includes the ability to infer, predict, analyze, and synthesize. Informational or expository writing includes real world, job related, and functional text. It also includes the ability to summarize, take notes, and write letters.

Persuasive writing allows for the expression of opinion and effective argument. Many, however, would argue that is it pointless to delimit these genres as all good discourse aggregates the three.

The Writing Module provides ample writing activities at each of the 10 proficiency levels available in its program. The activities offer English Language Learners multiple opportunities to practice in the genres or combination of genres as well as opportunities to engage in the writing process. Use all the activities or pick and choose within a proficiency level. Of course, student writers become more skilled with more occasions for writing.

The WIDA Consortium Language Proficiency Levels

The WIDA Consortium designates five proficiency levels and provides the "CAN DO" descriptors for each level. *English Discoveries* has 10 proficiency levels, and although an exact one-to-one match cannot be achieved between WIDA and *English Discoveries* levels, essentially there is the correspondence.

WIDA	***English Discoveries***
Level 1, Entering	First Discoveries (Let's Start)
Level 2, Beginning	Basic 1 & 2
Level 3, Developing	Basic 3 & Intermediate 1 & 2
Level 4, Expanding	Intermediate 2,3 and Advanced 1
Level 5, Bridging	Advanced 2 & 3

For a full discussion of The WIDA Consortium Language Descriptors, go to the WIDA Consortium web site.

Student Writings

Students will write their assignments in pdf format and save them. Each assignment will be numbered (Basic 1, # 1, title of assignment) and put in the student's individual folder.

In addition, students will be able to post their assignments to the "Internet Forum" for other students to read. This provides "real" opportunities for almost immediate feedback. The intent is to create a "community of writers".

Teachers can receive assignments in two ways. The first is to have students print their assignments and turn them in as hard copies. The second is to have students email the assignments directly to a teacher's email account.

Scoring the Writing Activities

There are a number of rubrics available. Teachers can use whatever rubric they are comfortable with; however, once a rubric is selected, it should be used consistently, at least through a proficiency level.

Most importantly, the scoring must take into account the proficiency level of the English Language Learner. At the beginning to intermediate proficiency levels, language learners will benefit most from reinforcement and positive feedback, not strict adherence to rubrics based on numbers or letter grades.

A Note on Correlations

The first correlation given is the *English Discoveries* proficiency level and its alignment to WIDA levels. Each proficiency level of *English Discoveries* has a corresponding WIDA "Can Do Descriptor".

Next, the teacher can look at the *English Discoveries* objectives as taken from the Scope and Sequence of *English Discoveries*. The full Scope and Sequence is attached, but highlights for each proficiency level are given here.

Note: The "Can Do Descriptors" and the *English Discoveries* objectives are given for an entire proficiency level, for example Basic 1. The "Generic English Language Standards" are listed by individual assignment.

"Generic English Language Standards" are given for each assignment within a proficiency level. The purpose of the "Generic English Language Standards" listed for each assignment is to indicate what are generally accepted as middle and high school language arts/English standards. Each assignment in the Writing Module is designed to meet one or more of the "Generic English Language Standards". The instructor can look at an assignment and quickly see, for example, that a particular assignment calls for practice using sensory language to create description.

Some standards are universal to all assignments, and so they are not listed with each assignment. Doing so would be needlessly repetitious. All assignments address the following "Generic English Language Standards": appropriate word choice, clarity of written expression, adequate development of ideas in paragraphs and longer pieces of discourse, suitable organization, and correctness of grammar, usage, spelling, and punctuation.

What the teacher has, at a quick glance, is three different standards or alignments to help plan lessons and monitor progress: WIDA, *English Discoveries* objectives, and "Generic English Language Standards"

Companion Writing Module

English Discoveries: Let's Start/First Discoveries

Correlation Information

1. Let's Start/First Discoveries corresponds to WIDA level 1, Entering.

   Students can label objects, pictures, diagrams. Students can produce words and phrases to convey meaning.

2. *English Discoveries* Level: Beginning/Literacy

3. *English Discoveries* Objectives:

   Students will be able to:

   write numbers 1-1000
   use numbers to write addresses, dates, time
   write the names for colors
   write the names clothing items
   write the names of different foods
   write the names of foods for daily meals
   give one word and/or multi-word answers

4. Writing Process Objectives:

   Students will plan, write and revise written discourse.

5. Generic Language Arts Standards:

   At this level, all ten assignments have the same basic objective. Students will be able to make personal statements about themselves. They will be able to describe their physical appearance, write their address and telephone number, tell about their clothing and what food they eat.

   The final assignment at this level is a multi-sentence description. Students will be able to write a few sentences describing themselves.

First Discoveries and Let's Start

Activity 1

Go to http://www.wikihow.com/Make-a-Collage and see a collage.

Look in magazines and find pictures that tell about you. Make a collage with them.

Activity 2

Meet a Family

Who am I?

I have a blue shirt. ____

I am a little girl. ____

I am a big girl. ____

He is our brother. ____

Activity 3

Tell about yourself. Say and Record your answers. Write your answers.

A. I am ____feet and ____ inches tall.

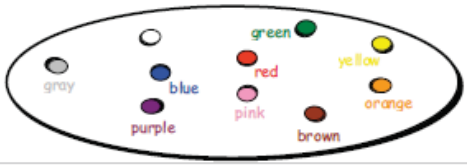
B. I live at _____ in _____ .

C. My phone number is _____ .

D. My email address is _____ .

Activity 4

The color I like most is _____.



Activity 5

Use the clothes and color words to tell about your favorite clothes.

Example: my red jacket.

1. _____ 2. _____ 3. _____ 4. _____

Post your answer on the Internet Forum. Read what other students wear.

Activity 6

My favorite pet is _____ .

dog

cat

rabbit

Activity 7.

Describe yourself.

Example: I am a woman. I have blue eyes. My hair is brown. I like pets.

Write about a friend. Have the friend write about you. Read and record your answer. Have your friend Read and Record his or her answer. Are the answers the same or different?

Activity 8

CD version: Let's Start

Online version: First Discoveries
Supermarket Shopping
Food and Drink
Explore and Practice

Use the words from Explore and Practice to answer, "What do you like to eat?

Breakfast	Lunch	Dinner

Activity 9

What do you do during the day?

A. I _____ .

B. Ask two friends what they do during the day.

C. Complete the chart

What I do during the day.	
What my friend does.	
What my other friend does.	
What we do together	

Activity 10

Read a paragraph about Barack Obama.

Example. My name is Barack Obama. I live at the White House in Washington, D.C. I am the President of the United States. I am 6 feet 1½ inches tall. My hair is black. My eyes are brown. I wear a suit, a tie and shoes. I like to eat bacon and eggs. I like to play basketball and golf.

Write a paragraph that tells about you.

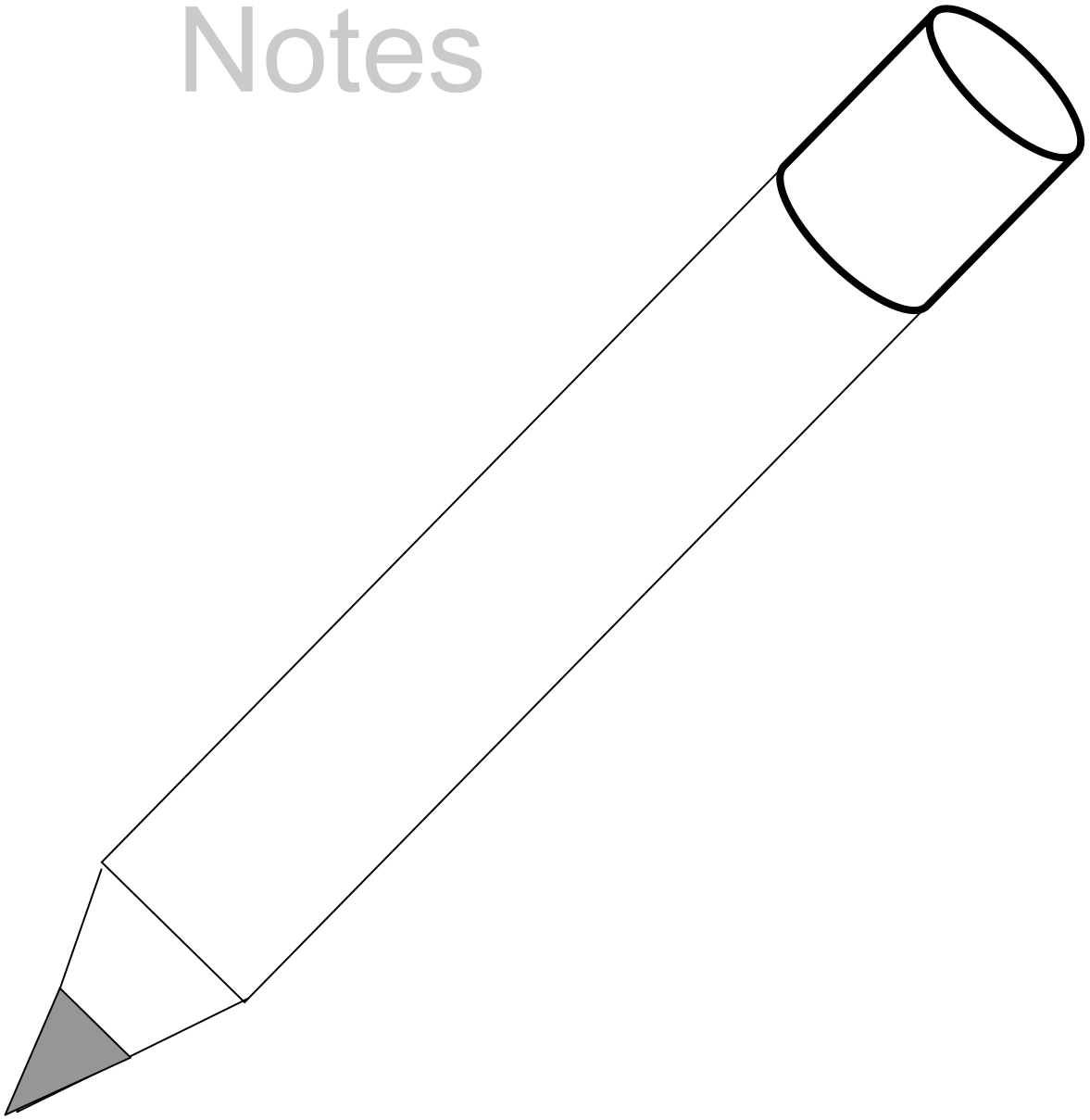
All About Me

More Space for Writing

More Writing Space

More Writing Space

Notes



Companion Writing Module

English Discoveries: Basic 1

Correlation Information

1. Basic 1 corresponds to WIDA Level 2, Beginning.
   Student can make lists, produce phrases, short sentences and write notes. They can also give information from written directions.

2. *English Discoveries* Level: lower Basic

3. *English Discoveries* Objectives:
   Students will be able to: write in the Present and Present Progressive; use pronouns appropriately, fill out a form and write an informal letter

4. Writing Process Objectives:
   Students will plan, write and revise written discourse.

5. Generic Language Arts Standards by Assignment
   Assignment 1 - Students will take a telephone message - fill out a form.
   Students will be able to: record information; write real-world functional text, for example, telephone messages.
   Assignment 2 - Students will write about character, plot and create dialog.
   Students will be able to: write about persons, objects, and events; recognize and write dialog; write expressively, for example, create dialog.
   Assignment 3 – Students will write an informal letter
   Students will be able to compose an informal, friendly letter.
   Assignment 4 – Students will Plan and Write a Report with an Opinion
   Students will be able to record information; write a paragraph; state a position or opinion.

Basic 1 - Writing Activities

1. Taking a telephone message.

Instructions to students: *Go to*

CD version: Basic 1 → Listening → Family → Explore

Online version: New Basic 1 (Enrichment) → Listening → Family → Explore

Listen to the selection and take a message for Jeny.

	Telephone Message
Date	
Time	
From	
Message	

2-A. Telling about a story.

Instructions to students: *Go to*

CD version: Basic 1 → Listening → Mystery → Explore

Online version: Basic 1 → Against the Law → Mystery → Explore

Read the story and fill in the information below.

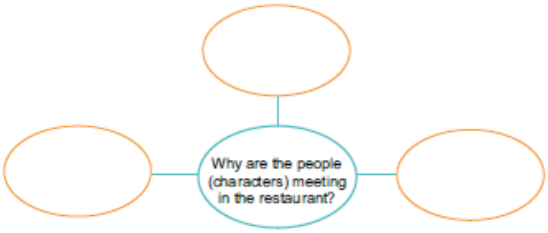
Name the people (characters).
1.
2.
3.
4.

What is the setting?	
Time	Place

What Happens?

1.
2.
3.
4.

2-B. Put your answers in the circle.



2-C. Pick one of your answers from above and complete the sentence. You can write more sentences.

The people are meeting at the restaurant because

Use the Sound Recorder and record the answer.

Go to the English Discoveries "Internet Forum". Write (post) your reason why the people are meeting at the restaurant.

From the Forum read what other people say. Pick two answers and tell why you agree or disagree with them.

1.	Their opinion
	My opinion
2.	Their opinion
	My opinion

2-D. What happens after the waiter comes to the table?

Sergio says, "_____"

Mike says, "_____"

Susan says, "_____"

3. Writing a Postcard

Instructions to students: *Go to*

CD version: Basic 1 → Reading → Haiti → Explore

Online version: New Basic 1 (Enrichment) → Reading → Haiti → Explore

Read the Postcard.

The Postcard tells about Roger visiting Haiti.

What is your favorite place? _____

Record your answer.

Listen to it. You can record it again to make a change.

Write a message to a friend. Tell your friend about your favorite place. Use Roger's postcard as a model.

Dear _____

4. Writing a Report

Instructions to students: *Go to*

CD version: Basic 1 → Reading → *Missing Money* → Explore

Online version: New Basic 1 (Enrichment) → Reading → *Missing Money* → Explore

Before you read the story. fill in the chart and then read the story.

What I Know	What I Want to Find Out

After reading the material, what did you find out?

What do you think is happening to the money?

Companion Writing Module

English Discoveries: Basic 2

Correlation Information

1. Basic 2 corresponds to WIDA Level 2, Beginning.
   Students can make lists, produce phrases, short sentences and write notes. They can also give information from written directions.

2. *English Discoveries* Level: Basic

3. *English Discoveries* Objectives:
   Students will be able to: write in the Simple Past, use Modals, use comparative adjectives, fill out a form and write an informal letter

4. Writing Process Objectives:
   Students will plan, write and revise written discourse

5. Generic English Language Arts Standards
   Assignment 1: Write an informal letter
      Students will be able to write a paragraph with supporting details, write real-world functional text, for example, informal letter
   Assignment 2: Locate and record information
      Students will be able to accurately record information from primary and/or secondary sources,
      Students will be able to take notes
   Assignment 3: Write a description
      Students will be able to write description with sensory details,
      Students will be able to use descriptive details
   Assignment 4: Write a narration
      Students will be able to write about events (narrative), students will be able to sequence events (plot), write about characters

Basic 2 - Writing Activities

1. Writing a Letter.

Instructions to students: *Go to*

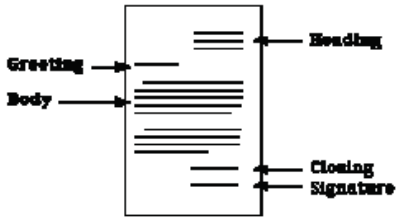
CD version: Basic 2 → Listening → Drama → Explore

Online version: New Basic 2 (Enrichment) → Listening → Drama → Explore

Listen and Read the script.

In Basic 1, you learned to write a postcard to a friend. Postcards are similar to friendly or personal letters. Of course, letters are longer than postcards, so you can write more, include more information, than you can in a postcard.

Here is the format for friendly or personal letter. The friendly or personal letter has five (5) parts: the Heading, Greeting, Body, Closing and Signature. The diagram below shows the parts. On the next page there is an explanation of each part.



Heading → (Your street address) / (City, State ZIP) / (Current date. Month day, year)

9855 NW 49 Drive
Oleta, VA 75490
July 12, 2009

Leave one space between the heading and the greeting.

Dear Daisy, ← Greeting (The greeting is followed by a comma. (A comma looks like this ,)

Leave one space between the greeting and the body.

Body I just got back from my vacation in Miami. I can't believe how much fun I had. I went to the beach everyday, but just for a few hours. I had to be careful because the sun is very strong. I didn't want to get a sunburn. I also went Metro Zoo, Parrot Jungle, Calle Ocho, the Port of Miami, and I rode on the Metro-Rail.

Leave one space between paragraphs.

Nighttime in Miami was terrific. The variety of restaurants made it impossible to sample all the different kinds of foods. I tried Cuban, Peruvian, Thai, and Indian food. My favorite was a little Peruvian restaurant where I had Cerviche marinated shrimp.

Leave one space between paragraphs.

Well that's all for now.

Leave two spaces between the Body and Closing.

Closing → Your friend,

Leave one space Closing and Signature

Signature → Sally

Things to Remember

Heading
This is also called the return address. Put your address here. Of course, if the person you are writing to already knows your address or you use stationary with your name and address printed on it, you do not have to use the heading.

Special Note: When you write addresses, make sure you use a comma between the name of the city and the name of the state. The third line of this section is for the date. Write the date, month day and year. Use a comma after the day.

Notice the heading and date are on the right side of the letter. You can begin this section a little more than half way on the page.

Greeting
Skip a line before beginning the greeting. The greeting is usually "Dear", but you could start with Hi or Hello. Then use the name of the person you are writing to.
Other examples of Greetings:
Dear Lynette,
Hi Lynette,
Hello Lynette,

Don't forget to put the comma after the person's name.

Notice the greeting is on the left side of the letter, all the way over at the left margin. Skip a space before starting the body.

Body
The body is where you write what you want to say. The body can be as long or as short as you want. Each paragraph is indented five spaces.

Closing
You can end or close with: Sincerely, Best, Regards, Love, Your friend. Notice that you capitalize only first word in the closing. Also, use two spaces between the end of the body and the closing.

Notice the closing is to the right, lined up with the heading.

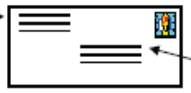
Signature
Your name.

Now pretend you are Daisy. Write a letter to your sister telling her you want to take her boyfriend away from her. Also, tell her why you want to do this.

Sending the letter.

To send your letter you will have to put it in an envelope. The envelope must have your name and address and the name and address of the person to whom you are sending it. It must also have the correct postage on it. See the diagram below.

Return address
Your name
Street Address
City, State Zip



The address, in the middle, is the name and address of the person to whom you are writing.
Example:
Lynette Acer
27 Treeline Circle
Bristol, South Carolina 45901

The return address is the same one you used in the heading of your letter. However, put your name on the envelope. Notice that the return address is on the left margin.

2. Questions and Answers

Instructions to students: *Go to*

CD version: Basic 2 → Listening → Quiz → Explore

Online version: New Basic 2 (Enrichment) → Listening → Quiz → Explore

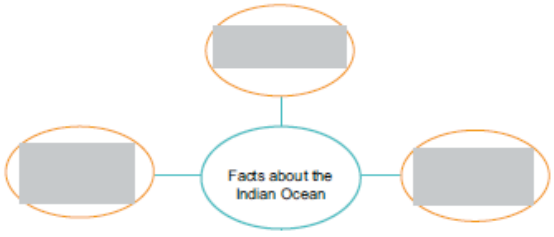
Listen and Read the script.

Barbara got the right answer. What was the question?

_____

Here is a question for you. Can you find information about the Indian Ocean?_____

Go to the Internet and look up the Indian Ocean. Find three facts and write them below.



Companion Writing Module

English Discoveries: Basic 3

Correlation Information

1. Basic 3 corresponds to WIDA Level 3, Developing.
   Students can produce simple expository and/or narrative texts. Students can compare and contrast information, and they can describe events, processes, and procedures.

2. *English Discoveries* Level: Post Basic

3. *English Discoveries* Objectives:
   Students will be able to use Past Progressive, the Future, Clauses (adverb and noun) modals, adverbs.

4. Writing Process Objectives:
   Students will plan, write, and revise written discourse.

5. Generic Language Arts Standards
   Assignment 1: Write dialog.
   Students will be able to write dialog and plot.
   Students will be able to write creatively.
   Students will be able to write for intended audience.
   Assignment 2: State a position and support it
   Students will be able to write persuasively.
   Students will be able to use hyperbole, emotional appeal, and persuasive word choice.
   Assignment 3: Write a paragraph with a topic sentence and supporting details.
   Students will be able to write informational/expository text.
   Assignment 4: Write a letter.
   Students will write for real-world situations. Students will compose a formal letter.

Basic 3 - Writing Activities

1. Hospital Adventures

Instructions to students: *Go to*

CD version: Basic 3 → Listening → Drama → Explore

Online version: Basic 3 → Listening → Drama → Explore

Listen and Read the script.

You are going to write tomorrow's episode of "Hospital Adventures".

Planning:

What do you think will happen to Chad?

_____

Will he get well?

_____

Will he get his memory back?

_____

Does he have health insurance?

_____

Something else?

_____

Use the four characters from the drama (Chad, Morgan, Friend, and the Doctor) and the narrator to tell what happens in your episode. They can speak in any order you want.

Character	What the character says
	" _____ "
	" _____ "

	" _____ "
	" _____ "
	" _____ "
	" _____ "

Ask a few classmates to play the different characters and record the dialog.

Listen to it. Are there any changes you want to make?

_____

Publish your next episode of "Hospital Adventures" on the "Internet Forum".

Read a few other episodes that are posted. Comment on them.

_____

_____

2. Food! Food! Food!

Instructions to students: *Go to*

CD version: Basic 3 → Listening → Food → Explore

Online version: Basic 3 → Listening → Eating Out → Explore

Listen and read the script

Pre-writing

Did Gore May like the Prima Vera Restaurant? _____

Think of a restaurant you ate in recently. What was the name? _____

What kind of food did they serve? _____

Did you like the food? _____

Would you recommend this restaurant to a friend? Why/ Why not?

_____

_____

_____

You are going to write a restaurant review. Follow the format of Gore's review and use lots of specific details and examples. If you liked the restaurant, persuade people to eat there. If you did not like the restaurant, persuade people not to eat there.

Hello Listeners,

This is _____ with another restaurant review.

_____

_____

_____

_____

Post your review on the "Internet Forum" and read the feedback you get from others.

Read and comment on two reviews.

3. Get an Education!

Mini Lesson:

Let's make a paragraph together. A paragraph has three main parts: a topic sentence, details, and a concluding sentence

Let's use the topic FITNESS for our example.

Brainstorming:

The first step is called Brainstorming. Brainstorming is thinking of everything you can about your topic and then writing them. We will practice by putting our ideas into a graphic organizer, but you can make a list if you wish.

Graphic Organizer

Fitness

Fitness/Exercise- gym, walking, bike riding, stretching

Diet – calories, fats, carbohydrates, protein – weight control/ health

Health – more energy, less illness, live longer

Try adding some ideas of your own. Add as many specifics as you can.

Topic Sentence

Now it is time to create a TOPIC SENTENCE. The topic sentence is usually the first sentence in a paragraph. It tells your readers what your paragraph will discuss.

Here are a few possible topic sentences that come from our brainstorming.

Staying fit is important for good health.

Exercising can take many different forms.

The best kind of exercise is bike riding.

A diet high in carbohydrates is not good.

Notice that these topic sentences show the reader what the paragraph that follows each one will discuss.

We will use the first one, Staying fit is important for good health, for our example.

Details

The next step is to add some detail -- specifics or examples. Go back to the brainstorming graphic organizer or think of new ideas.

Here is what this paragraph looks like with a topic sentence and details.

Staying fit is important for good health. Exercise helps control weight. Exercise also helps reduce cholesterol. Exercising gives people more energy, and Research shows that people who stay fit have less illness and disease.

Add another sentence of your own.

_____

_____

Companion Writing Module

English Discoveries: Intermediate 1

Correlation Information

1. Intermediate 1 corresponds to WIDA Level 3, Developing.

   Students can produce bare-bones expository or narrative text. They can describe events, people, processes, and procedures.

2. *English Discoveries* Level: Post Basic

3. *English Discoveries* Objectives:

   Students will be able to use reflexive pronouns, present perfect and relative clauses. They will write reports, ads and directions.

4. Writing Process Objectives:

   Students will plan, write, and revise written discourse.

5. Generic Language Arts Standards

   Assignment 1: Description with details

   Students will be able to: use descriptive details; communicate information purposefully that meets the needs of the intended audience; write a topic sentence with descriptive details; write a descriptive paragraph.

   Assignment 2: Write a report

   Students will be able to: write descriptions; will be able to communicate information purposefully that meets the needs of the intended audience; write a topic sentence with supporting details; write an expository paragraph.

   Assignment 3: Write an Ad with descriptive details

   Students will be able to: write a descriptive paragraph; write a topic sentence and develop a paragraph; write to persuade.

   Assignment 4: Write Instructions (process/procedure)

   Students will be able to: write informational/expository discourse; write procedures; write directions or instructions.

Intermediate 1 - Writing Activities

1. The Perfect Job

Instructions to students: *Go to*

CD version: Intermediate 1 → Listening → Interview → Explore

Online version: Intermediate 1 → At Work → Interview → Explore

Watch the video. How could Karen help Bob Johnson?

Think of the perfect job. What is it?

The job title is

The responsibilities are

The job pays

I need the following skills to do this job:

I need the following education/training to do this job:

Writing about my perfect job.

Example

My perfect job is teaching. Teachers need a college degree. High school teachers have to major in a subject such as English or math. Elementary school teachers major in education. Teachers also have to do student teaching. Most states require teachers to have a license. The average starting salary is $36,000 a year.

Write a paragraph that describes your perfect job. Describe your responsibilities (what you will do). How much will you earn? What training and education do you need for this job? Make your perfect job sound attractive and interesting.

My Perfect Job

2. Write a Weather Report

There are two articles to read.

Instructions to students: *Go to*

CD version: Intermediate 1 → Listening → Weather → Explore

Online version: Intermediate 1 → Bad Weather → Weather → Explore

CD version: Intermediate 1 → Reading → Weather Report → Explore

Online version: Intermediate 1 → Bad Weather → Weather Warning → Explore

Listen and Read both selections.

Use (Radio) *Weather* and (Reading) *Weather Warning* as examples.

Make a list of the weather words you will use to write about the weather where you live.

Cloudy

The Weather.

Complete the Chart	Yesterday	Today	Tomorrow
Temperature			
Sunny, cloudy, rainy			
Windy or calm			
Sunrise			
Sunset			

Write a weather report. Use the information from the chart.

My Weather Report

Go to the "Internet Forum" and read other students' weather reports. Guess where they live from their weather report.

3. Write an Ad with Descriptive Details

Instructions to students: *Go to*

CD version: Intermediate 1 → Listening → Ad → Explore

Online version: New Intermediate 1 (Enrichment) → Listening → Ad → Explore

Listen to the "Ad"

Pretend you are opening a vacation camp similar to Bucklands Holiday Camp. What will you offer to get people to come?

Give your vacation camp a name

Think of three activities people would like.

Write an Ad that convinces people to visit your vacation camp. Use the Bucklands Ad as a model. Include the price, when the camp is open, some activities, where it is and anything else you think is important. (Can people bring their children? Can they bring their pets?)

Put your Ad on the "Internet Forum". Does anyone want to visit your camp? Are you interested in visiting anyone else's camp?

Companion Writing Module

English Discoveries: Intermediate 2

Correlation Information

1. Intermediate 2 corresponds to WIDA Level 3, Developing and WIDA Level 4, Expanding
   Level 3, Students can produce simple expository and/or narrative texts. Students can compare and contrast information, and they can describe events, processes, and procedures.
   Level 4, Students can summarize information, create original ideas and detailed responses

2. *English Discoveries* Level: Intermediate 2 (Lower Intermediate)

3. *English Discoveries* Objectives: Students will be able to use Past Perfect and Conditionals. Students will be able to write reports and letters.

4. Writing Process Objectives:
   Students will plan, write, and revise written discourse

5. Generic Language Arts Standards
   Assignment 1: Find information for a comparison/contrast.
   Students will write a comparison/contrast paragraph.
   Students will record information from primary and/or secondary sources.
   Students will write informational/expository text and be able to use visuals.
   Assignment 2: Write a memo.
   Students will be able to write opinion and support it with specifics.
   Students will be able to differentiate fact and opinion.
   Students will be able to write “real-world, job-related” documents.
   Assignment 3: Write an ending to a fictitious story
   Students will write expressively using narration, description, dialog, and emotions.
   Assignment 4: Write instructions/advice.
   Students will write procedures/process. Students will write detailed directions.

Intermediate 2 - Writing Activities

1. A Foreign Affair

Instructions to students: *Go to*

CD version: Intermediate 2 → Reading → A Foreign Affair → Explore

Online version: Intermediate 2 → Problems → A Foreign Affair → Explore

Read, "A Foreign Affair"

Think about what Melanie is going to do? Decide what will happen?

Write the ending to this story. You can write the ending as either a dialog or a narrative (story). If you write a dialog, you can choose whatever characters you want.

For example:

Melanie says:

_____

Foreign Minister's wife says:

_____

Neil says:

_____

Or you could write two narrative paragraphs telling what happens next.

Share your ending to "A Foreign Affair" on the "Internet Forum". Read what other students say about your ending. Make comments on at least two other endings.

2. Buyer Beware!

Instructions to students: *Go to*

CD version: Intermediate 2 → Reading → Buying a Used Car → Explore

Online version: Intermediate 2 → Buying a Car → Buying a Used Car → Explore

Read "Buying a Used Car"

Mini Lesson:

Transitions or Signal Words.
What are Transitions or signal words? These special words let the reader know that the ideas you write are linked to each other.

First, look back at the reading "Buyer Be Ware". **Next**, look at the example from the reading.

> *"Next, decide what kind of car you have in mind."*

Did you notice the transitions or signal words in the directions to you? **First, Next**. Those words show the relationship between the ideas. First and next tell you to follow the instructions in a particular order.

Below is a list of transitions that can be used to add information. They can also be used to indicate time order, as in **First, second, third.**

> Transitions for adding information
> next, and, in addition, furthermore, besides, too, also, another, afterward, equally important, again, once, usually, soon, first, second, third, last, lastly, finally.

Let's look at **another** example using a transitional word from this list. Did you notice the use the transitional word, **another?**

> Also, heart disease is caused by eating a diet high in saturated fat. **or**
> A diet high in saturated fat also causes heart disease.

Did you notice the transition **another** can be at the beginning of the sentence or in the middle?

> Here is another example. Vegetables, **too**, are very good for you.
> Vegetables are very good for you, **too**.

Here is a note on punctuation. Transitions or signal words are usually separated from the sentence with a comma. If the transition is at the beginning, use one comma after it.

If the transition is in the middle, use two commas, one before and one after the transition. The exception to this is the word **also**. You do not usually use the commas with **also** in the middle.

You can look at the example again.

A diet high in saturated fat also causes heart disease.

If the transition is at the end of a sentence, put a comma before the transition.

.

Let's look at more transitions. These can be used for giving examples or details.

> Transitions for giving examples
> for example, for instance, to illustrate, in other words, in particular, specifically

This example is from the reading, Buyer Be Ware. "For example, do you want an automatic gearshift"?

The "for example" can be moved around in the sentence.
Do you want an automatic gearshift, for example?
Do you want, for example, an automatic gearshift?

Notice the placement of the commas.

Finally, (also a transition) here is a list of transitions you can use to conclude or summarize your thoughts.

> Transitions to Conclude
> therefore, finally, thus, consequently, in conclusion, as a result, lastly

Let's try adding transitions or signal words to a short paragraph.

Instructions for making a peanut butter and jelly sandwich

Learning how to make an excellent peanut butter and jelly sandwich can be a lot of fun. You will need a jar of peanut butter, a jar of jelly, or jam and two slices of bread. Most people use white bread, but you can use any kind of bread you like. Put the two pieces of bread on a plate. Open the peanut butter and jelly jars. Spread the peanut butter on one slice of bread. Spread the jelly or jam on top of the peanut butter. Take the other slice of bread and put it on top of the peanut butter and jelly or jam.

Let's see what this looks like with transitions or signal words.

Learning how to make an excellent peanut butter and jelly sandwich can be a lot of fun. **First**, you will need a jar of peanut butter, a jar of jelly, or jam and two slices of bread. Most people use white bread, **for example**, but you can use any kind of bread you like. **Second,** put the two pieces of bread on a plate. Open the peanut butter and jelly jars, **next**. **Third,** spread the peanut butter on one slice of bread. **Afterward**, spread the jelly or jam on top of the peanut butter. **Lastly**, take the other slice of bread and put it on top of the peanut butter and jelly or jam.

Now, you try writing a concluding sentence for this paragraph that has a transition or signal word in it. _____

_____

When you have finished, you are ready to write the one paragraph on buying a cell phone. Use the transitions from this mini lesson.

If you wish, you can download a picture of a cell phone and put the picture in your advice paragraph.

Read your advice to the class.

What reaction and feedback did you get?

_____

_____

Listen to other students' advice, and give them feedback.

Companion Writing Module

English Discoveries: Intermediate 3

Correlation Information

1. Intermediate 3 corresponds to WIDA Level 4, Expanding.

   Students can summarize information, create original ideas and detailed responses.

2. *English Discoveries* Level: Intermediate 3 (Intermediate)

3. *English Discoveries* Objectives:

   Students will be able to use Past Form Modals, Conjunctions, and more Relative Clauses.

4. Writing Process Objectives:

   Students will plan, write, and revise written discourse.

5. Generic Language Arts Objectives

   Assignment 1: Write a report

   Students will write cause/effect discourse.

   Students will write multi-paragraph reports.

   Assignment 2: Write an informal letter

   Students will write pro's and/or con's, give an opinion and support it.

   Students will write to meet the needs of an intended audience.

   Assignment 3: Write a narrative

   Students will write expressively and use sensory description.

   Students will write a narrative about real events.

   Assignment 4: Write a formal letter

   Students will write for real-life situations.

   Students will write to the needs of an intended audience.

   Students will state a position and support it.

Intermediate 3 - Writing Activities

1. Problems, Problems, Problems!

There are two articles to read

Instructions to students: *Go to*

CD version: Intermediate 3 → Listening → News → Explore

Online version: Intermediate 3 → Problems at Work → News → Explore

CD version: Intermediate 3 → Listening → Sports → Explore

Online version: Intermediate 3 → Sports and Fitness → Sports → Explore

Read both articles.

What is causing the workers at Solid Steel Corporation to walk out of their jobs?

What caused the North Stars to lose the competition?

What do you think causes homelessness? You do not have to focus on the elderly. Think of any group that is homeless. List five causes of homelessness.

Share the causes you wrote with a classmate. Get feedback on your list. Listen to your classmate's list and give feedback. Make any changes to your list you think appropriate.

Now write your own report on homelessness. Pick two of the causes from your list, and write a paragraph on each cause. You will have a two-paragraph report when you are finished. Make sure your paragraphs have topic sentences and details. Also, make sure you use transitions where appropriate.

Post your report to the "Internet Forum". Read at least one other report and email comments about that report to the person who wrote it. Read the comments on your report.

2. Engagement

Instructions to students: *Go to*

CD version: Intermediate 3 → Listening → Engagement → Explore

Online version: Intermediate 3 → Couples → Engagement → Explore

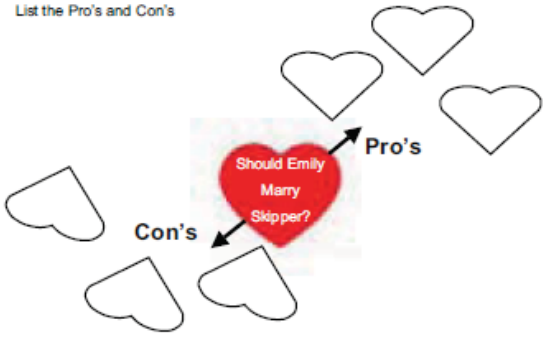
Listen and Read Engagement

What does Skipper give Emily?

Should Emily marry Skipper?

Now let's really think about it.

List the Pro's and Con's



Pretend you are Emily's friend. Write a letter to her giving her advice. Should she marry Skipper? Why/why not? Write one paragraph. Explain your position with details, examples, and specifics.

Share your letter with a small group of classmates. What do they think of your advice?

Listen to their letters and give them feedback on what they have written.

3. A Foreign Affair

Instructions to students: *Go to*

CD version: Intermediate 3 → Reading → Tomorrow is Another Year → Explore

Online version: New Intermediate 3 (Enrichment) → Reading → Tomorrow is Another Year → Explore

Read the article.

Will North American's continue celebrating New Year's Eve?

Write a two paragraph narrative that tells what you usually do for New Year's Eve. Include descriptive details about where (the setting) and what people are involved and what they are doing.

Companion Writing Module

English Discoveries: Advanced 1

Correlation Information

1. Advanced 1 corresponds to WIDA Level 4, Expanding.
   Student can: summarize information, edit and revise writing; create original ideas and detailed responses.

2. *English Discoveries* Level: Upper Intermediate

3. *English Discoveries* Objectives: Students will be able to: use future tense, clauses of result, phrasal verbs; write a formal letter; give opinions

4. Writing Process Objectives:
   Students will plan, write, and revise written discourse

5. Generic Language Arts Standards
   Assignment 1 Research, Take Notes, and Summarize
   Students will be able to: conduct research, take appropriate notes; summarize; write multi-paragraph exposition/informational discourse.
   Assignment 2: Job Application Letter
   Student will be able to: write to present information purposefully; write work-related document, for example, a job application letter.
   Assignment 3: Opinion with Supporting Details
   Student will be able to: state a position and support with details; use persuasive techniques. write cause and effect.
   Assignment 4: Write a Comparison
   Student will be able to: state a position and support with details; write comparison.

Advanced 1 - Writing Activities

1. Research, Take Notes, and Summarize

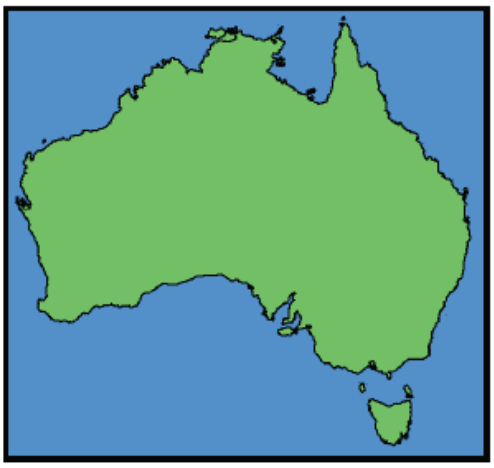
Instructions to students: *Go to*

CD version: **Advanced 1** → **Listening** → **Travel** → **Explore**

Online version: **Advanced 1** → **Cultural Differences** → **Travel** → **Explore**

You now know something about Australia's "Outback" which is located in the center of the country. There are many famous cities in Australia that are mostly near the water. Three of the more famous are Sydney, Brisbane, and Perth. Pick one city you would like to research.

Go to www.google.com and google the city you selected.



Find out about the city you picked and summarize the information into two paragraphs. Make sure your paragraphs start with a topic sentence and have at least four details.

Here is an example.

Topic sentence

Melbourne has been voted one of the most livable cities in the world.

Details:

It has a blend of contemporary and Victorian architecture.

It has spacious parks and gardens.

It has a very sophisticated public transportation.

It has several universities and many museums, art galleries and theater.

Sample paragraph

Why has Melbourne been voted one of the most livable cities in the world? A blend of contemporary and Victorian architecture and spacious parks and gardens give Melbourne a stylish yet elegant look. Despite being the second most populous city in Australia, Melbourne has a very sophisticated public transportation system. This train network is the third largest in the world. Because Melbourne has a diverse and multicultural population, choices in cuisine abound. Finally, Melbourne has several universities and an abundance of museums, art galleries, and theater.

Put your summary of an Australian city on the "Internet Forum". Read others' summaries of the same city you picked. How does your summary compare with theirs?

Decide which summary(ies) give the best information about that city. Which summary(ies) are arranged (organized) the best?

2. Job application letter

Instructions to students: *Go to*

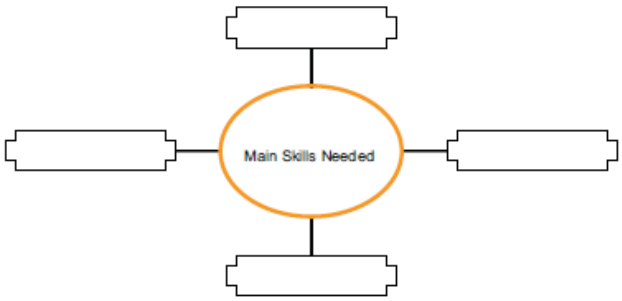
CD version: **Advanced 1** → **Reading** → **Request** → **Explore**

Online version: **Advanced 1** → **Business Strategies** → **Request** → **Explore**

Read the letter from Kara Moore to Mr. Morgenthal

You would like the new position responsible for creating the youth magazine. From Kara's letter, list what skills are needed to do the job. After you have listed the necessary skills, write a letter to Kara Moore expressing your interest in the position and why you should be considered for the position.

Use the graphic organizer to help formulate your thoughts.



Write a Letter to Kara Moore. Include the following:

1. Your qualifications: education, training, and work experience
2. Why you would be the most qualified person for this job

Your letter is going to: Kara Moore, Publications Officer

_____ Company

123 Broadway

New York City, NY 10067

Remember to include YOUR contact information, so she knows how to get in touch with you.

Share your letter of application with your classmates. Do they think you should get the job?

Read their applications and descriptions. What is your opinion of their chances for getting the job they applied for?

Companion Writing Module

English Discoveries: Advanced 2

Correlation Information

1. Advanced 2 corresponds to WIDA Level 4, Expanding and Level 5, Bridging
   Level 4, students can summarize information, create original ideas and detailed responses.
   Level 5, students can apply information to new contexts, author multiple forms/genres

2. English Discoveries Level: Advanced 2 (Intermediate)

3. *English Discoveries* Objectives:
   Students will be able to use and make logical connections and use Participles

4. Writing Process Objectives:
   Students will plan, write, and revise written discourse.

5. Generic Language Arts Standards
   Assignment 1: Write a letter of apology
      Students will be able to form an opinion and support it.
      Students will be able to write real-world discourse.
      Students will write for an intended audience.
   Assignment 2: Write an expository essay
      Students will be able to write a thesis and support it.
      Students will develop paragraphs from topic sentences.
   Assignment 3: Write an Ad
      Students will be able to write persuasion (Advertisement).
      Students will understand and use persuasive techniques and emotional appeals.
   Assignment 4: Write a letter of complaint
      Students will write real-world, work-related text.
      Students will write for intended audience.
      Students will present information purposefully.

Advanced 2 - Writing Activities

1. I Apologize

Instructions to students: *Go to*

CD version: Advanced 2 → Listening → Romance → Explore

Online version: Advanced 2 → Telling the Truth → Romance → Explore

Read Romance.

What do you think Bobby did?

Write a letter of apology from Bobby to Emily. In the letter explain why you did what you did.

Dear Emily,

Share your letter from Bobby with a group of students. What feedback did you get?

Listen to other students' letters, and give feedback.

2. Fun and Games

Instructions to students: *Go to*

CD version: Advanced 2 → Reading → Fun and Games → Explore

Online version: Advanced 2 → Agreeing and Disagreeing → Fun and Games → Explore

Read Romance.

How does Nora feel about competition?

A thesis is a statement of opinion.

Here are a few examples: Competition prepares people for the real world.
Competition is not good for children.

Write your own opinion (thesis) about competition

Planning:

Now give three reasons to support your thesis. Each reason becomes the topic sentence of a paragraph.

Note: Each reason will be the first sentence of a paragraph. Each is called a topic sentence.

Now write the first paragraph (the introduction) of your essay. The thesis is the last sentence of the introduction.

When you have finished the introduction, write the three body paragraphs using the topic sentences you have created.

Make three copies of your essay.

Form groups of four students, and give each student in the group an essay. You will receive three essays. For each essay, do the following:

a. Find the thesis in the essay
b. Find the three topic sentences. Each should be the first sentence of a paragraph.
c. Find the supporting details, examples, and specifics for each topic sentence.

Keep in mind that after you write the essay, you will do the following

Discuss the essays in the group.

Did everyone have a thesis and three topic sentences? _____

Did everyone have supporting details, examples, and specifics? _____

Give each essay back to the person who wrote it for revision.

Revise your essay as necessary.

3. Call Me!

Instructions to students: *Go to*

CD version: Advanced 2 → Surfboard → Login → Community → Magazines → Science & Technology → VoIP – The Telephone of the Future

Online version: Login → Community → Magazines → Science & Technology → VoIP – The Telephone of the Future

Read the article

Write an Ad for either Vonage or Skype. Go to http://www. skype.com or http://www.vonage.com and get additional information about what is available so you can include that in your Ad. Capture any pictures you want to include in your Ad.

Go to the website below to find out about persuasive techniques you can use in your Ad.
http://homepage.mac.com/suecollins/school/media/techniques.html

What techniques are you going to use? _____

Companion Writing Module

English Discoveries: Advanced 3

Correlation Information

1. Advanced 3 corresponds to WIDA Level 5, Bridging
   Level 5, students can apply information to new contexts, react to and author multiple genres and discourses

2. *English Discoveries* Level: Advanced 3 (Post Intermediate)

3. *English Discoveries* Objectives:
   Students will be able to use Subjunctives, more Infinitives, and Negation

4. Writing Process Objectives:
   Students will plan, write, and revise written discourse.

5. Generic Language Arts Standards
   Assignment 1: Write a five-paragraph essay with an introduction, body, and conclusion
      Students will be able to write essays with introduction, body, and conclusion.
      Students will be able to write informational essays.
      Students will be able to acknowledge opposing points of view.
   Assignment 2: Write a commercial
      Students will be able to find and record primary and/or secondary sources.
      Students will be able to write persuasion.
   Assignment 3: Write an extended definition
      Students will be able to write comparison/contrast.
      Students will be able to write information and expressive text.
   Assignment 4: Write a formal letter
      Students will be able to write formal letters.
      Students will be able to support a position or claim with effective arguments.

Advanced 3 - Writing Activities

1. Let's Get Away

Instructions to students: *Go to*

CD version: Advanced 3 → Reading → A Nature Lover's Vacation → Explore

Online version: Advanced 3 → The Great Outdoors → A Nature Lover's Vacation → Explore

Read A Nature Lover's Vacation.

What kind of holiday does Smokey Parker prefer?

_____

Think of your perfect holiday or vacation. What do you like to do?

_____

_____

Your assignment is to write a five-paragraph essay about your perfect holiday or vacation. Model your essay on "A Nature-Lover's Vacation".

Start your essay the same way "A Nature-Lover's Vacation" starts. This is your introduction.

Paragraph 1

Many people enjoy spending their vacations _____,
but there are countless others who prefer a different kind of holiday. They head for

Develop this paragraph with supporting details.

Make your next two paragraphs about what someone can do at the vacation place you selected.

Visitors/tourists/vacationers to _____ have a wide variety of activities to choose from. (Develop these paragraphs with supporting details.)

Develop this paragraph with supporting details.

_____ does have its disadvantages, however.

Finish this paragraph. (paragraph 5, the conclusion)

Yet, _____ continue to visit _____ year after year.

Have a classmate read your essay and make comments. Is there anything you need to revise, change, or correct? _____

Read a classmate's essay and make comments. Is there anything your classmate needs to revise? _____

Post your revised essay on the "Internet Forum". Read three other essays, and read the comments made on your essay.

2. My Commercial

Instructions to students: *Go to*

CD version: Advanced 3 → Listening → Travel → Explore

Online version: Advanced 3 → The Great Outdoors → Travel → Explore

Read Travel.

Who were the first people to come to Canada?

_____

Pick a county, other than Canada, with a diverse population.
Go to the Internet and find information about the following:
What is the country you selected?

_____

Who were the first people?

_____

How did they get to the county you picked?

_____

How many years ago did the first people arrive?

_____

Describe today's population in the country you picked. (Races, ethnicity, religion)

_____

_____

What are some of the natural wonders of the country?

_____

_____

What are some of the big cities of the country?

_____

Describe them

_____

_____

Write a commercial for the country.
Include information about the people and their history, natural wonders and big cities.
Your goal is to make people want to visit this country.

You can use pictures from the Internet.

Post your commercial on the "Internet Forum". Read at least three other commercials. Did anyone else pick the same country you picked? _____

3. My Word!

Instructions to students: *Go to*

CD version: Advanced 3
Reading
Opposition to Urban Renewal
Explore

Online version: New Advanced 3 (Enrichment)
Reading
Opposition to Urban Renewal
Explore

Read the article.

In the reading, what is the definition of "gentrification"?

.

Pick one of the following two words to write about.
Luxury, Dangerous or Hero

You are going to write three paragraphs defining the word you picked. You can use a dictionary definition if you wish, but you must do more than that. You are going to give your opinion of what the word means, and here is how you will do that.

Give examples - Make comparisons - Tell what it is not - Tell what it is
Use synonyms (words that mean the same) - Tell a story about the word

Check your paragraphs for any revisions you need to make, and do any necessary rewriting.

Post your definition on the "Internet Forum". Read three other definitions.
Do you agree with others' definitions? Why/why not?

_____

_____

4. After Careful Consideration

Instructions to students: *Go to*

CD version: Advanced 3
Listening
Call-In
Explore

Online version: Advanced 3
Believe It or Not
Call-In
Explore

Read the article.

Note: Analyze means to explore and/or examine.

What will be analyzed in this week's "Call-In"?

_____

Write you own analysis of intuition. Four well-developed paragraphs will suffice. Afterwards, post your analysis on the "Internet Forum". Make comments on other students' analyses. Are there any additions or corrections you need to make after reading comments on your analysis? If so, make them.

More Space for Writing

The Companion Series for English Discoveries

Transition to Work Module

Transition to Work Module

Introduction

The Transition to Work module for *English Discoveries*, authored by Dr. Louisa Rogers, is designed for students who have completed the 10 proficiency levels of English Discoveries and are equipped for “Readiness for Work” or “Transition to Work” activities.

According to Dr. Jacquelyn P. Robinson, Community Workforce Development Specialist, Alabama Cooperative Extension System, job readiness skills can be classified in this way.

Basic Academic Skills

Reading
Writing
Oral Communication
Listening

Higher-Order Thinking Skills

Learning
Reasoning
Decision Making
Problem Solving

Personal Qualities

Responsibility
Reliability
Honesty
Team Spirit
Good Work Attitude
Appropriate Grooming and Work Behavior
Punctuality

These job readiness skills are appropriate and necessary not only for English Language Learners, but native speakers as well. Employers are asking that their employees possess these crucial skills.

The activities available in *English Discoveries* deal with the following job related competencies.

Reading

Comprehend information

Know how and where to locate information

Writing

Write clearly so others can understand

Summarize information

Take notes

Write letters and reports

Speaking/Oral Communication

Give instructions

Give and support opinions

Engage in group discussions

Engage in group problem solving

Listening

Follow instructions

Engage in group discussions

Engage in group problem solving

Higher Order Thinking Skills

Learn – conduct research and find information

Infer

Predict

Self- assessment

Problem Solving

Make Decisions --weigh “pro’s” and “con’s” or alternatives

Consider consequences

Advance Planning—organization and time management

Personal Qualities

Responsibility

Reliability

Honesty

Appropriate Grooming

Punctuality

Team Spirit – group work

Job readiness skills or competencies are not discrete units. Therefore, most of the activities in the Transition to Work Module have been designed to encompass a combination of skills – much like real-life situations. For example, students will be asked to consider consequences of decisions/actions and discuss those consequences in a small group.

The Transition to Work Module provides students, both non-native and native, speakers an opportunity to rehearse and hone their job readiness skills as well as those skills necessary to keep a job once it has been obtained.

The Student Activities

Students' written responses will be completed in Adobe Acrobat Reader and saved as pdf files. Each activity will be numbered and put in the student's individual folder.

In addition, students will be able to post their completed activities to the "Internet Forum" for other students to read and comment on. This provides "real" opportunities for almost immediate feedback and discussion as well as an extended discussion group. The intent is to create a "community of learners".

In addition, by utilizing the program's capacity for speech recognition and recording, brainstorming and planning can be carried out silently (as an individual process) or in both oral and aural modalities (as a group process).

Teachers can receive the written responses in two ways; first by having students print their written responses to be turned in as hard copies. The second way is to have students email the written responses directly to the teacher's email account. Of course, teachers will be present for group discussion and oral presentations.

Teachers can approach the activities in two ways. All activities include numerous and varied job related competencies.

1. Teachers can assign the activities in order. They are not developmental or sequential. All students working in this module are already proficient in English.
2. Pick and choose. The major competencies addressed are listed before each activity.

Scoring the Activities

Many of the activities do not have a right or wrong answers. Instead, these activities are designed for students to "think through" or "process" their answer. In these instances, students need to be graded on the clarity and thoughtfulness of their written or spoken response, and/or their ability to work cooperatively in a small or large group. Opinions should not and cannot be graded.

The thrust of the Transition to Work module is learning to solve problems (individually and/or collectively) and to communicate clearly. The student's grade is contingent meeting these objectives.

In other activities there is a right or wrong answer, for example, locating specific information or answering specific questions. These can be graded in a more traditional fashion.

Competency-Based Activities

Activity 1

Competencies: Read to find information, follow instructions

Activity 2

Competencies: Read to locate information, summarize facts, write a memo/email, write clearly, and make decisions, and personal responsibility.

Activity 3

Competencies: Read for understanding, consider consequences, research information, write a report, group discussion/feedback, and personal reliability

Activity 4

Competencies: Read for comprehension, weigh pro's and con's, consider consequences, group discussion, group decision making, write a report, personal honesty and responsibility

Activity 5

Competencies: Infer and predict, write a letter or report, read to find information, group decision making, oral presentation, group discussion.

Activity 6

Competencies: Conduct research, locate information, group discussion, group decision making, oral presentation

Activity 7

Competencies: personal qualities: punctuality, group discussion, group problem solving, group presentation and summarize information.

Activity 8

Competencies: Predict, consider consequences, personal qualities: punctuality and reliability, group discussion and problem solving, take notes and summarize information.

Activity 9

Competencies: responsibility, reliability, group discussion, summarize information

Activity 10

Competencies: punctuality, responsibility, group discussion, write clearly, weigh alternatives, advance planning

Activity 11

Competencies: responsibility, write a memo/email, give instructions, consider consequences, weigh alternatives

Activity 12

Competencies: advance planning, weigh alternatives, consider consequences, punctuality, responsibility, reliability, write clearly

Activity 13

Competencies: Self- assessment, group discussion, group presentation

Activity 14

Competencies: self-assessment, predict, write clearly, group discussion, problem solve

Activity 15

Competencies: write clearly, honesty, problem solving, planning, read to find information

Activity 16

Competencies: appropriate dress and appropriate work behavior, group discussion, write an email. Write clearly.

Activity 17

Competencies: Know how to locate information, Write clearly, summarize information, problem solving, group discussion, conduct research, self-assessment, follow instructions

Activity 18

Competencies: Self-Assessment, conduct research, write clearly

Activity 19

Competencies: locate information, responsibility, reliability, appropriate work behavior, group discussion, consider consequences

Activity 20

Competencies: follow instructions, find information, summarize, problem solving, team work

Activity 21

Competencies: Read to find information, weigh pros and cons, consider consequences, give and support an opinion, predict, write clearly, write a memo.

Activity 22

Competencies: consider consequences, appropriate behavior, weigh alternatives, team work

Activity 23

Competencies: Appropriate work behavior, consider consequences, group discussion

Activity 24

Competencies: Appropriate work behavior, weigh alternatives, advance planning.

Activity 25

Competencies: read and listen to understand, give instructions, write clearly, responsibility.

Activity 26

Competencies: weigh pro's and con's, consider consequences, self-assessment, group discussion, write clearly.

Activity 27

Competencies: read to understand and find information, write clearly

Activity 28

Competencies: read to find information, think of consequences, weigh pro's and con's,

Activity 29

Competencies: read to comprehend information, self-assessment, group discussion, oral presentation, weigh pro's and con's, give and support an opinion.

Activity 30

Competencies: problem solve, think of consequences, group problem solving, group

Activity 31

Competencies: write clearly, problem solving, group discussion

Competency-Based Activities

Activity 1

Competencies: Read to find information, follow instructions

Instructions to students: Go to

CD version: Intermediate 2 Reading **Online version:New Intermediate 2 (Enrichment) Reading**

Where would you find information on installing computer software?

Look at the other titles. Which article will probably tell where you would find new technology.

Instructions to students: Go to

CD version: Intermediate 2 Reading Computer Expo Explore **Online version:New Intermediate 2 (Enrichment) Reading Computer Expo Explore**

Read the article.

Where you right?

Why did you choose your answer?

Activity 2

Competencies: Read to locate information, summarize facts, write a memo/email, write clearly, and make decisions, and personal responsibility.

Your boss wants to know if she should attend the "Computer Expo". You have been chosen to help her decide.

Write a five - sentence summary of the information you found on the "Computer Expo". Include the following in your summary: Where will the Expo be held? Who is attending? What is on display at the Expo? Add any information you think is important.

Hint: Do not try to persuade your boss. Just present the facts.

Now make your memo into an email.

The Email to the Boss

To

Subject

Send | Forward | Reply

Activity 3

Competencies: Read for understanding, consider consequences, research information, write a report, group discussion/feedback, and personal reliability

Instructions to students: Go to

CD version: Intermediate 2 Reading Safety First Explore **Online version:New Intermediate 2 (Enrichment) Reading Safety First Explore**

Read the article.

Consider the following statement.

Companies should be held responsible for how they dispose of garbage or waste.

If you agree, give four reasons why. If you disagree, give four reasons why.

I because

You are going to write a Report to Ms. Sherry Newton. Before you write, go to Intermediate 2, Writing, Reports. Click on Explore, and read the report. Click on Practice, and read the Model Report. Now you are ready to write your report to Ms Sherry Newton, Health and Safety Coordinator for Waste Systems.

In your report state whether you agree or disagree with the following "companies should be held responsible for how they dispose of garbage or waste". Give four reasons to support your position.

If you wish, you can go to the internet and find additional information on waste disposal.

Hint: Make sure you sound reasonable and you have your facts in order.

Share your report with a classmate. Get feedback on it. Read a classmate's report and give feedback. You can record your feedback.

Activity 4

Competencies: Read for comprehension, weigh pro's and con's, consider consequences, group discussion, group decision making, write a report, personal honesty and responsibility

Instructions to students: Go to

CD version: Advanced 2 Reading Company Dumps Toxic Waste Explore **Online version:New Advanced 2 (Enrichment) Reading Company Dumps Toxic Waste Explore**

Read the article.

Scenario: You work for Delray Industries and you have just found that they are dumping toxic waste near Newtown.

What will you do? Give three possibilities. You can record your ideas first.

Activity 18

Competencies: Self-Assessment, conduct research, write clearly

A. Are you still interested in the job you looked up in Activity 2?

Why? Why not?

If you answered yes, what will you have to do to be qualified for this job?

Education

Skills

If you answered no, research another job at the same web site.

Activity 19

Competencies: locate information, responsibility, reliability, appropriate work behavior, group discussion, consider consequences

Instructions to students: *Go to*

CD version: Basic 2
Reading
Ziggy's Office Help
Explore

Online version: New Basic 2 (Enrichment)
Reading
Ziggy's Office Help
Explore

What kind of workers does Ziggy's Office Help offer?

Think of a time when you became angry because of a lazy worker.

Hint: Perhaps it was in a restaurant or department store.

Write the story of what happened. Then share the story with a partner. Listen to your partner's story.

Activity 20

Competencies: follow instructions, find information, summarize, problem solving, team work

Instructions to students: *Go to*

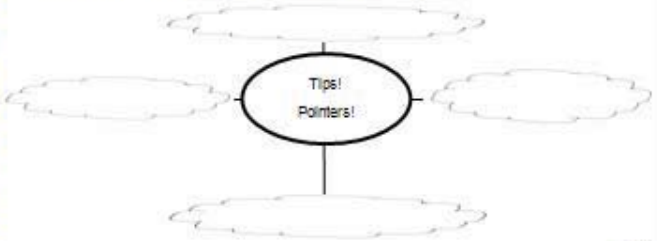
CD version: Intermediate 2
Speaking
Office (Lady in Red)
Explore

Online version: New Intermediate 2(Enrichment)
Speaking
Presentation
Explore

Read the selection

The lady asks her co-worker to help her with what?

Go to www.snagajob.com . Click on "Hire Learning" on top menu bar. That will take you to a page with "Practical Pointers for Your Stage in Life". Pick one of the categories to research. If you prefer, you can pick "Job Interview Tips" on the left side of the page. Research your topic and summarize the information you found.



My Summary

Ask a classmate to read your summary and comment.

Activity 21

Competencies: Read to find information, weigh pros and cons, consider consequences, give and support an opinion, predict, write clearly, write a memo.

Instructions to students: *Go to*

CD version: Any Module
Surfboard
Login
Community
Magazine
Business
Who Needs Managers

Online version:Login
Community
Magazine
Business
Who Needs Managers

Read the article.

According to the article, why should workers be part of the decision making process?

According to the article, do workers work better being responsible for themselves?

What do you think of not having managers (bosses), If you are working, think in terms of your job. List the pro's and con's below. Record your answer.

Pros	Cons

Which do you think is better, bosses or no bosses. Explain why.

Activity 22

Competencies: consider consequences, appropriate behavior, weigh alternatives, team work

Instructions to students: *Go to*

CD version: Intermediate 3
Listening
Voice Mail/Answering Machine
Business
Explore

Online version: New Intermediate 3 (Enrichment)
Listening
Business
Explore

Listen to the voice message.

If you were Bill Montgomery, what would you have done?

Discuss with a partner and decide what the best course of action would have been. Make sure you have reasons for your opinion.

What should Bill Montgomery have done? Is it the same as what you originally said you would have done. If your answer is different, tell why you changed your mind.

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The English Across the Curriculum Module is designed to emphasize Academic and Content Language. The lessons are based on selections from the Magazine section of the English Discoveries Community Website. Topics include: Science and Technology, the World, the Environment, Health, Business, Arts and Entertainment, Sports, General Interest and Literature. New articles are presented each month and are automatically available to all users.

Each lesson is presented in a format that allows the student to complete the activity, save it, email it to the instructor or print out the completed lesson and provide it as in a hard copy to the instructor.

Each lesson has three components: Before Reading, Reading and After Reading.

Before Reading

Students are introduced to new vocabulary. A dictionary is available as needed. Students complete activities that are designed to focus the student on the reading selection and introduce skills.

Reading

Students read the selection from the website. Each selection is written at a Basic, Intermediate and Advanced level. A glossary and dictionary are available to the student.

After Reading

Students confirm their understanding of the material by responding to various kinds of questions and activities. The After Reading activities are designed to focus on higher order thinking skills. This is accomplished through both multiple choice and open-ended questions.

Hurricanes

Before Reading

spiral
range
surge
endanger
extensive

destructive
forecast
ancient
sustain
retired

hurricane
typhoon
cyclone
tropical
hieroglyphics

vapor
clockwise,
counterclockwise

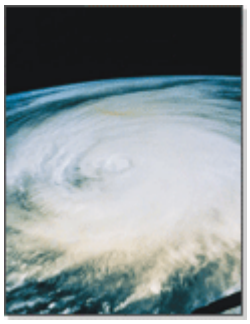
Respond to the questions:

1. What is the worst storm you have ever experienced?

2. If you have been in a hurricane or bad storm, describe your experience.

Hurricanes

Reading



Students will read the selection from the program website.

The words in bold are found in the glossary.

Hurricanes are the most powerful storms on earth, and occur in several parts of the world. In the western Pacific Ocean, they are called **typhoons**. When these strong **tropical** storms form over the Indian Ocean, they are called **cyclones**.

While high winds cause a lot of damage, most hurricane damage is caused by the flooding associated with heavy rains and storm surges. A storm **surge** is a wall of water several feet high that comes onto land, **endangering** both property and lives.

Hurricanes usually form as a group of thunderstorms that gather over warm, tropical ocean waters. Winds moving in two different directions meet and cause the storm system to spin **counterclockwise** in the Northern Hemisphere, and **clockwise** in the Southern Hemisphere. These storms get additional energy from the warm water **vapor** from the oceans. Hurricanes need warm waters for their fuel and will die out over cold waters or land because they no longer have the energy to **sustain** them.

Today, hurricanes are named by the World Meteorological Organization (WMO) which gives alternating men's and women's names to these powerful storms. The names of storms that cause **extensive** damage to life or property are **retired**. This practice of naming hurricanes is not new. The Mayan civilization in South America mentioned hurricanes in their **hieroglyphics**, or **ancient** writings. In fact, the word hurricane comes from the name of a old Mayan god, "Hurakan," who is said to have blown back the sea to create dry land. Even then, people respected the **destructive** power of these terrible storms.

Hurricanes are studied in order to get information that will warn people that danger is approaching. If a hurricane is **forecast** for your area, be sure to listen to your local television or radio station for essential, life-saving information.

Hurricanes

After Reading

1. The eye of a hurricane is
    a. 20-30 miles wide
    b. 400 miles wide
    c. 74 miles wide
    d. 20-400 miles wide

2. Hurricanes are studied in order to
    a. find ways of stopping them
    b warn people of approaching danger
    c. learn how hurricanes form
    d. decide what to name them

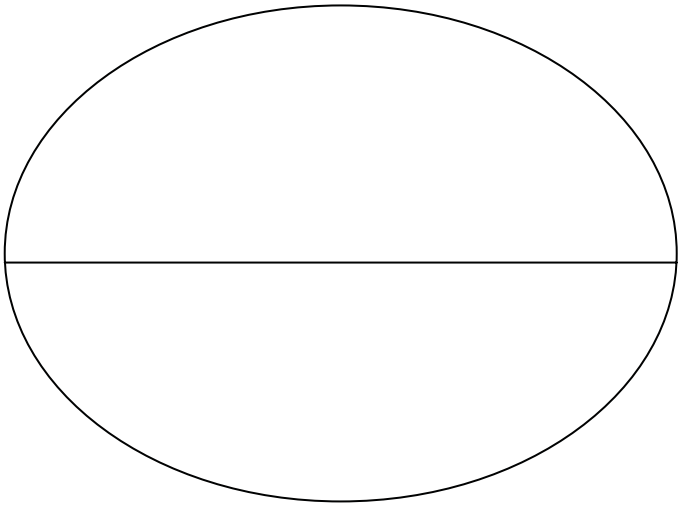
3. A hurricane in the Pacific Ocean is called a
    a. cyclone
    b. hieroglyphic
    c. hurricane
    d. typhoon

4. A wall of water several feet high that comes onto land is called a
    a. cyclone
    b. spiral
    c. surge
    d. typhoon

5. Hurakan is the name of
    a. a cyclone
    b. a god
    c. a hurricane
    d. a surge

Assessment

Show the direction hurricanes move in the northern hemisphere and the southern hemisphere. Explain where they start and where they end.



Do you agree or disagree with the statement that hurricanes are more likely to form in Florida than in New York. Use information from the article to support your answer.

What would be a good way to name your hurricane?

Culture Crash

Before Reading

Vocabulary:

positive	rude	reserved	cultured	customary	offense
sensitive	treat	admire	refuse	offending	communicate
overboard	southern	ambulance	manners	courtesy	hospitality

Students respond

1. What would you be concerned about if you were invited to someone's home for dinner?

2. What might different from the customs of another country? What might be the same?

Simile - a figure of speech that compares two or more things using the words "like" or "as."

3. What is meant by the following statements (simile)

   At the "all you can eat" restaurant, John ate like a pig.

   Although John is old, he runs around like a puppy.

   Her hair shines like the new dawn sun.

As you read, think about similes that would describe the person it the selection.

Culture Crash

Reading

It's almost thirty years now since Brad Perkins came into our small southern town like an ambulance on its way to a car crash. At the time, he had no idea that anyone had noticed him, but of course we had. He was from New York City, a place where manners, values, and the rules of courtesy were very different from ours. Up north, being direct is something positive. Down here, it's considered rude.

During the years, Brad never realized that he was offending anyone. We now know that he never meant to upset others. Once, Dr. Franklin invited Brad for Sunday dinner, not long after he'd arrived. Although he is actually quite reserved, Dr. Franklin likes to be known around town as a cultured man. He therefore felt the need to welcome Brad to town and show him some southern hospitality. Yet that meal caused such a problem for Brad that he almost had to leave town. Looking back now, I can see that we were the ones who were being rude, and not Brad Perkins.

There were only six people at dinner, but what he did seemed to have been broadcast all over town by the next day. And, of course, everyone took offense. Later, Dr. Franklin agreed that they had gone overboard and had been too sensitive. As a rule, however, it is not customary for a guest to refuse a second helping in a southerner's home.

Brad Perkins will have been here for thirty years next June. We've come to admire him, and it's hard to imagine the place without him. We treat him just like one of us, but I guess we've just gotten used to people from up north. Over the years, we've tried to learn more about what's considered appropriate in the North. We realize now that they're not rude; they just communicate differently.

Culture Crash

After Reading

1. What was the problem at dinner?
   a. Brad made a mistake by not understanding southern hospitality
   b. Brad was from New York
   c. people from different cultures shouldn't visit each other's homes
   d. Mr. Franklin didn't invite Brad

2. How did Brad Perkins get treated after he had dinner at Dr. Franklin's house?
   a. like he was rude for eating a second helping
   b. like part of the family
   c. like he didn't belong in town
   d. like he was going overboard

3. What could have Brad done to make the dinner a success?
   a. stayed a home
   b. brought a pie to Mr. Franklin's house
   c. taken Mr. Franklin to a local restaurant
   d. eaten a second helping when offered

4. A simile is a comparison using like or as. Find an example of a simile in the story.

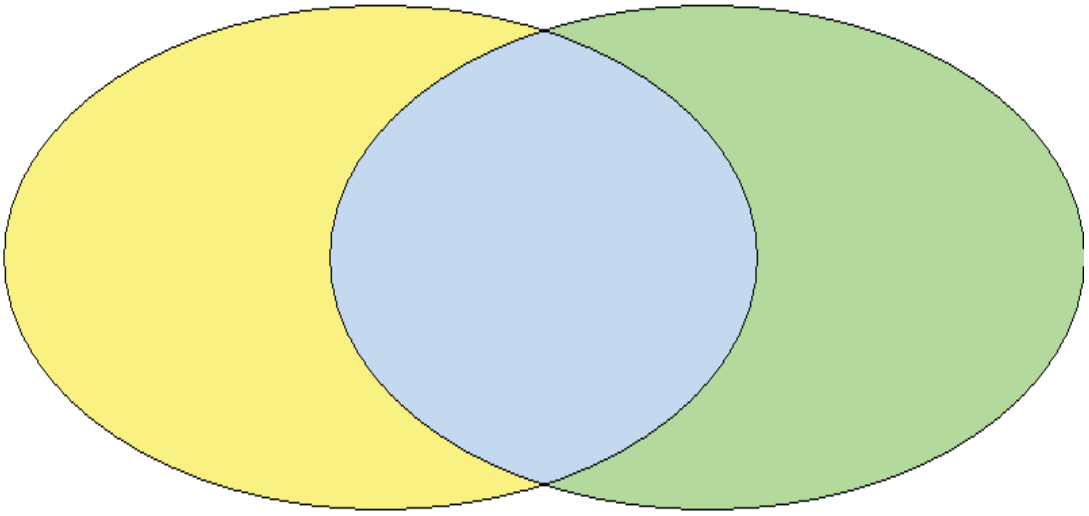
5. Complete the simile below with your own words:

   Living in the Unites States is like

Complete the Venn diagram below with things you can think of that are the same and different about customs in American homes and home customs in another country.

Home customs in American homes

Home customs in another country



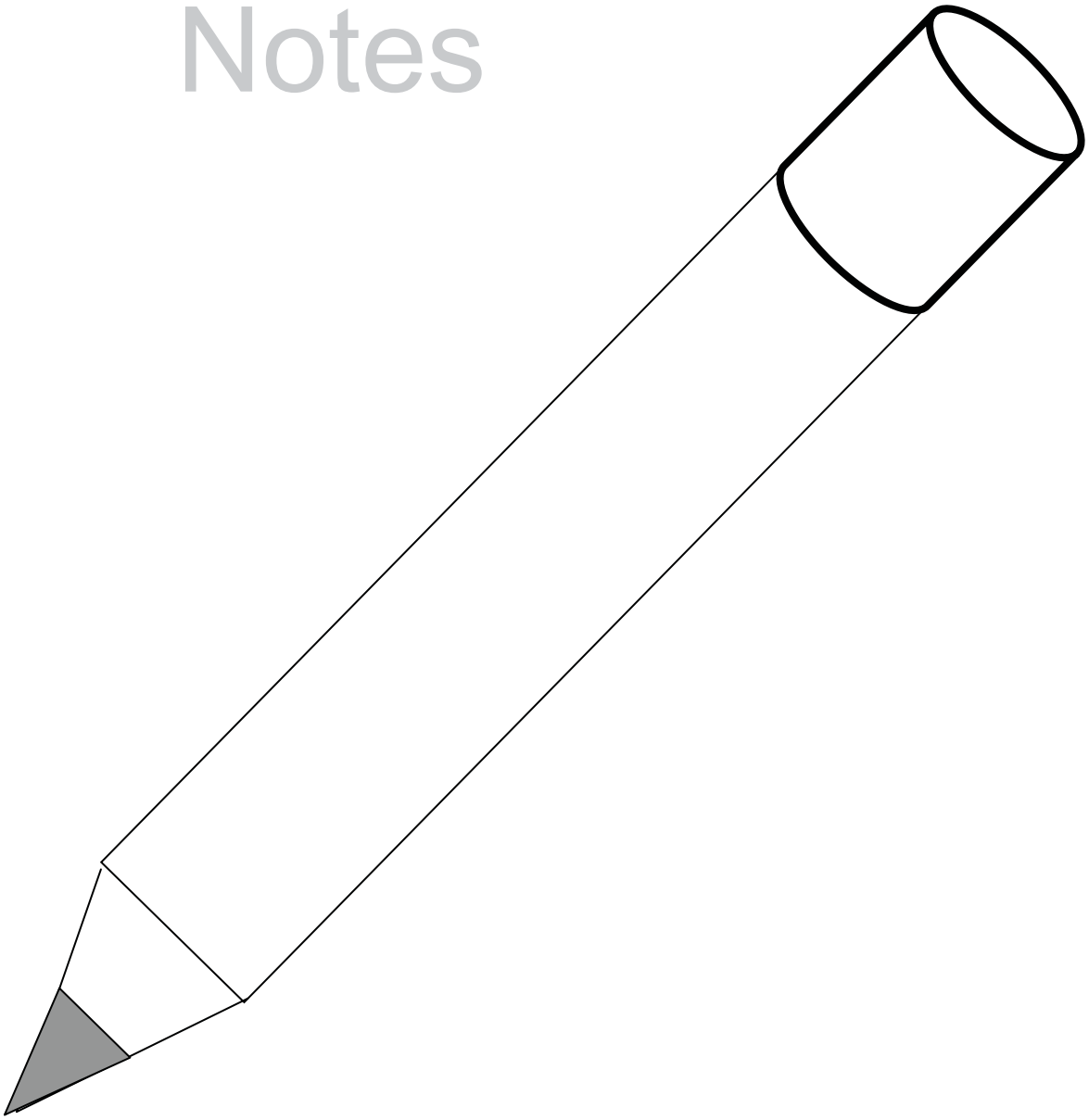
Write a summary of what you entered into your diagram here.

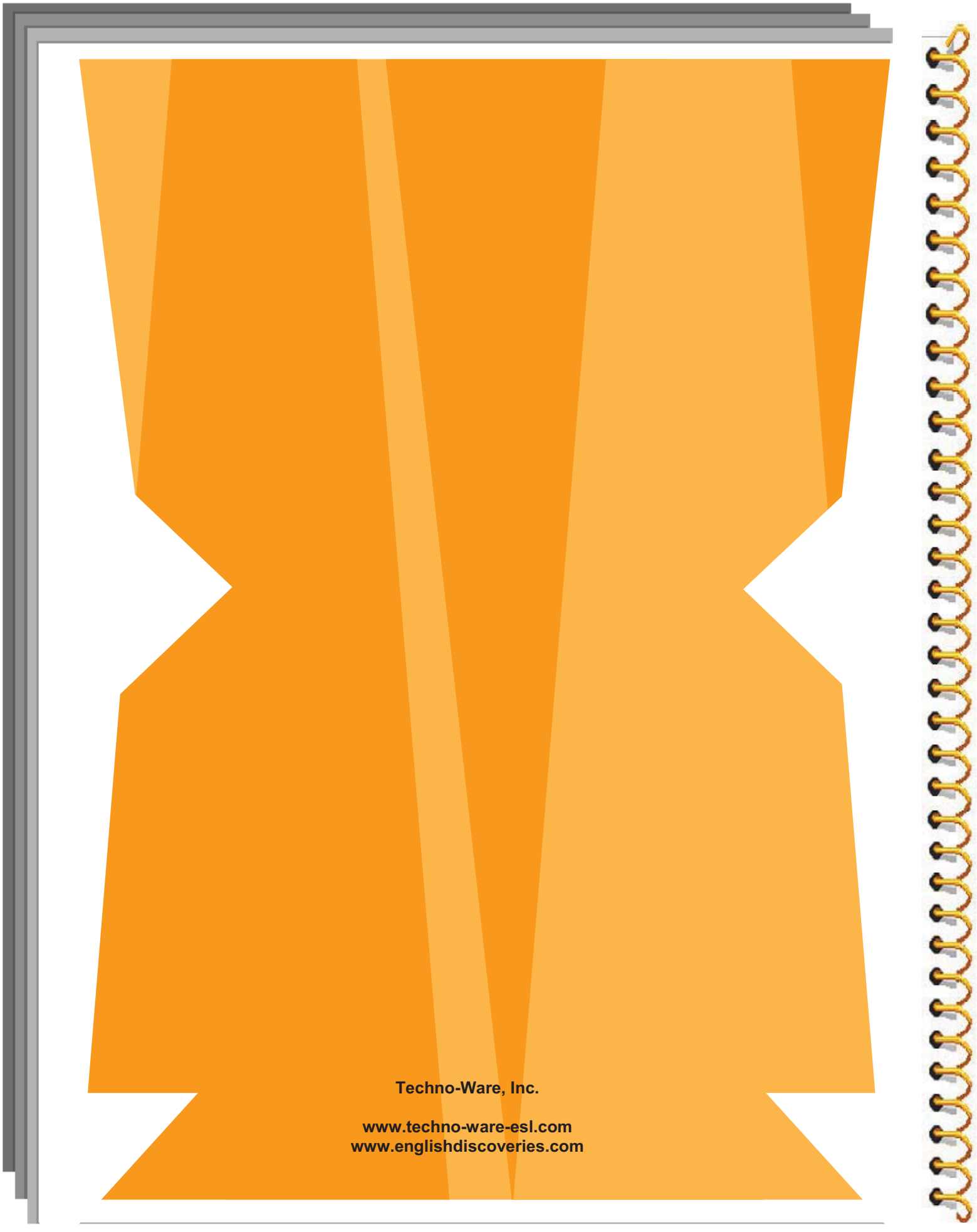
Beyond the Reading

Click on this link and find some more similes.

http://www.rhlschool.com/eng3n25.htm

Notes





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