

Writing in English Intermediate+

Step-by-step Lesson Plans

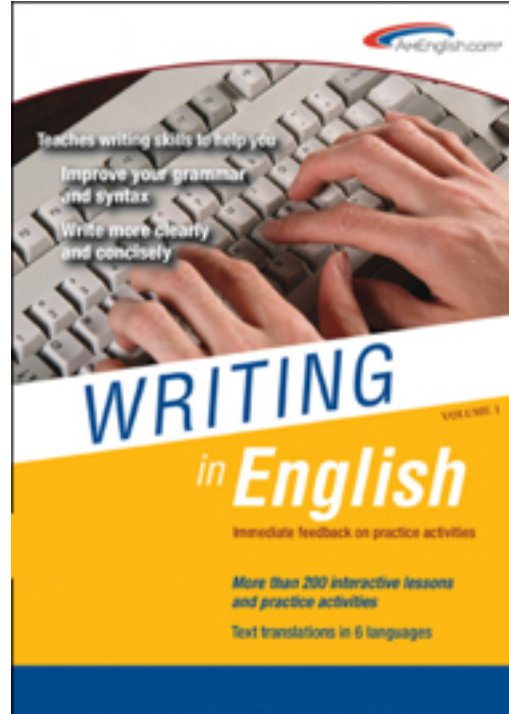
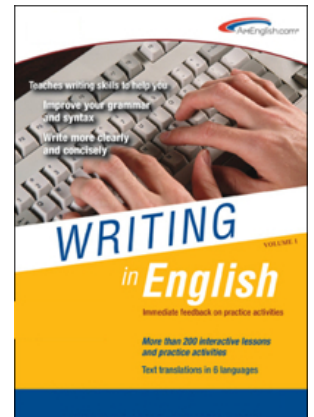


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Introduction:

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

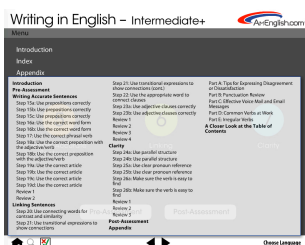
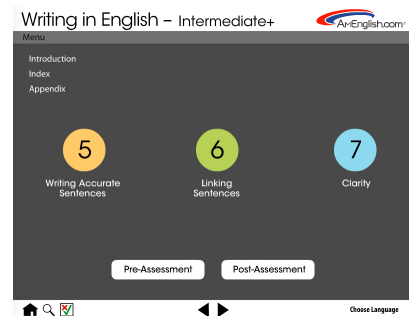


Traditionally, learners are passive at the presentation stage of the lesson, listening to a lecture or reading text. Often, too much information is presented at this stage, and there's too much for the learner to absorb. The interactivity at this first stage of the lesson ensures:

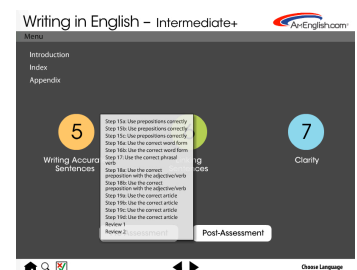
1. Learners are engaged and paying attention.
2. Learners are presented with information that slowly unfolds to reveal more details.

Navigation

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



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



TOEFL® Skill Builder Buttons

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



Target Audience

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

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

Multiple Learning Styles

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

Format

The material is available online.

Customers

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

Organization

Pre-assessment/ post assessment

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

Interactive presentations

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

Interactive practices

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

Application activities

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

Paragraph level reviews

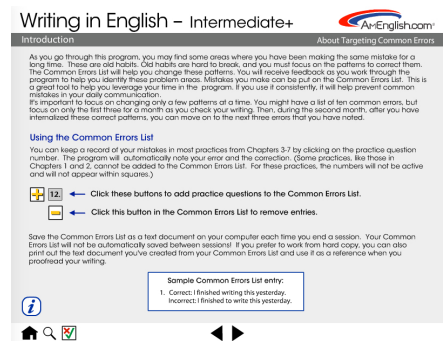
Paragraph level reviews provide opportunities to identify errors and edit. Of course, for many practices and reviews, there is more than one correct answer. The “back end” programming supports multiple correct answers. This is one of the many invisible advantages to an interactive program.

The Common Errors List

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

Chapter Five: Writing Accurate Sentences

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



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

Chapter Six: Linking Sentences

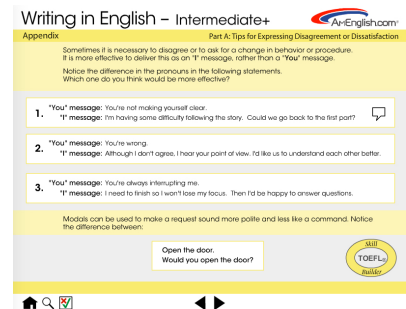
This chapter covers connecting words in sentences, transitional or linking expressions to show connections between sentences, subordinating conjunctions to join clauses, and adjective clauses.


Chapter Seven: Clarity

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

Appendix

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



Writing in English – Intermediate+ 


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.

Modals 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.

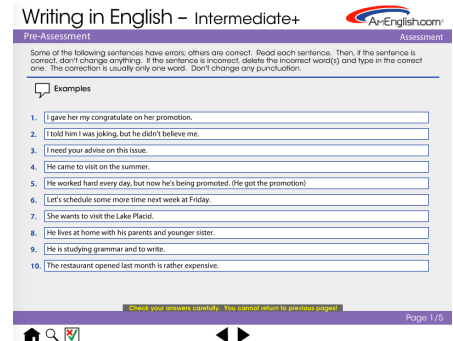
User Interface Tour

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 3 Chapters & the Pre and Post-assessments.

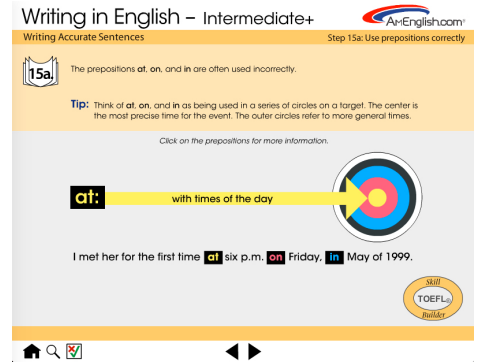


2. Click on the magnifying glass at the bottom left of the screen to show them the detailed index.
3. Mouse over the chapter buttons on the Table of Contents to show the short Flash list of Steps for each chapter.
4. Take them to Chapter Five and show them the instructions in each step presentation.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

On your own in the lab/Homework

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

Complete Practices 5.1 - 5.12



Lesson Two: Chapter Five

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

Review: Whole class

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

Ask students:

What are the prepositions in these sentences?

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

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

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

Group practice

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

Monitor for Grammar/syntax problems

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

Groups/Partners share

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

Whole class

Ask students:

What are the prepositions in these sentences?

I have lived in California for 5 years.

I have lived in California since 1995.

He can't be reached during the meeting.

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

Group practice

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

since/for	during/for	between/among	by/until
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Monitor for Grammar/syntax problems

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

Groups/Partners share

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

Reflect

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

On your own in the lab/Homework

Review Chapter 5: Steps 16a & 16b

Complete Practices 5.13 - 5.26

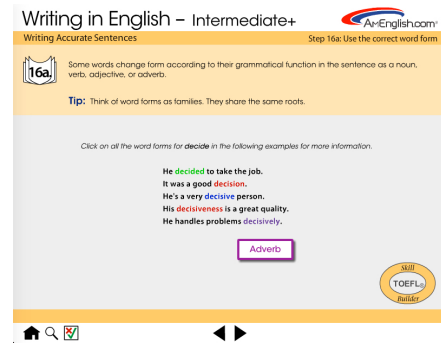
Lesson Three: Chapter Five

Use the correct word form

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

Review: Whole class

The teacher can project Step 16a on the board or write the following sentences on the board:



Ask students:

What are the parts of speech for the underlined words in these sentences?
<i>He <u>decided</u> to take the job. (verb)</i>
<i>It was a good <u>decision</u>. (noun)</i>
<i>He's a very <u>decisive</u> person. (adjective)</i>
<i>His <u>decisiveness</u> is a great quality. (noun)</i>
<i>He handles problems <u>decisively</u>. (adverb)</i>

Review: Whole class

Teacher can project chart for Step 16b on the board.

Click on one suffix in each section to have the example show up in the pop-up. Elicit a couple of examples from other suffixes.

Group practice

Have students work in small groups or with partners to make 3 sentences using suffixes from each section:

noun	verb	adjective	adverb suffixes
------	------	-----------	-----------------

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 target word and its part of speech.

For example: requirement - noun

Group practice

Have students work in small groups or with partners to make six sentences with the words from Application 5.3:

respond	response	analyze	analysis	advise	advice
---------	----------	---------	----------	--------	--------

Instructor will review/model the pronunciation for these words first.

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 part of speech for the target words in each sentence.

Reflect

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

On your own in the lab/Homework

Review Chapter 5: Step 17

Complete practices 5.27 - 5.34

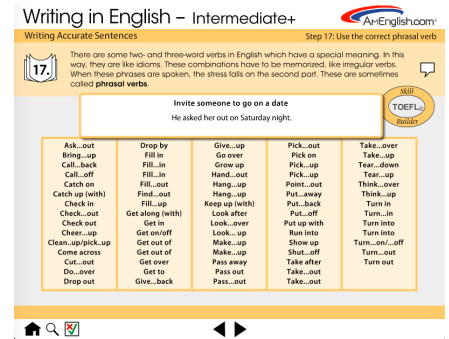
Lesson Four: Chapter Five

Use the correct phrasal verb

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

Review: Whole class

The teacher can project the interactive chart for Step 17 on the board.



Click on the empty dialogue box in the upper right to show the information about the markings (...) that indicate which phrasal verbs can be separated by a word like an object pronoun.

Next click on the first phrasal verb on the chart, “ask out,” to show the pop-up box with the definition & example sentence.

Remind students that the stress usually falls on the last part of a phrasal verb, the particle.

For example, the word “out” in “ask out” is often called a particle rather than a preposition.

Group practice

Have students work in small groups or with partners to make 10 sentences using the phrasal verbs from the chart.

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 phrasal verb.

Review: Whole class

The instructor should turn off the projection of the chart for Step 17 for this comprehension check.

Instructor reads the phrasal verb and the students indicate which ones can be separated by a word with a “thumbs up” (can be separated) or “thumbs down” (cannot be separated) signal.

Start this off with two familiar phrasal verbs to make sure students understand what the signal means.

For example: “ask out” can be separated, so students will show a “thumbs up,” whereas “catch on” cannot be separated, so students will show a “thumbs down.”

Reflect

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

On your own in the lab/Homework

Review Chapter 5; Step 18a

Complete Practices 5.35 - 5.42

Lesson Five: Chapter Five

Using Verbs in Sentences

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

Review: Whole class

The teacher posts the prepositions from the chart on Step 18a on “yellow stickies” on the board or on the walls around the classroom. Students pick up index card size “yellow stickies” with the adjectives from Chart 18a at the front of the classroom. They go around the room and put the adjective under the matching preposition.

Monitor for problems

The instructor can monitor results during this time to check whether the adjectives are under the correct preposition.

Note: some adjectives can be used with multiple prepositions

Group practice

Have students work in small groups or with partners to make 10 sentences using the adjectives & prepositions from the chart/around the classroom.

Monitor for Grammar/syntax problems

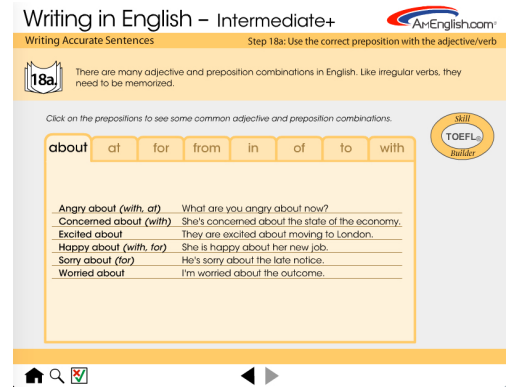
The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will identify the adjective & preposition combinations.

Reflect

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



On your own in the lab/Homework

Review Chapter 5; Step 18b

Complete Practices 5.43 - 5.48

Lesson Six: Chapter Five

Use the correct preposition with the verb

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

Review: Whole class

The teacher posts the prepositions from the chart on Step 18b on “yellow stickies” on the board or on the walls around the classroom. Students pick up index card size “yellow stickies” with the verbs from Chart 18b at the front of the classroom. They go around the room and put the verb under the matching preposition.

Monitor for problems

The instructor can monitor results during this time to check whether the verbs are under the correct preposition.

(Note: some verbs can be used with multiple prepositions)

Group practice

Have students work in small groups or with partners to make 10 sentences using the verbs & prepositions from the chart/around the classroom.

Monitor for Grammar/syntax problems

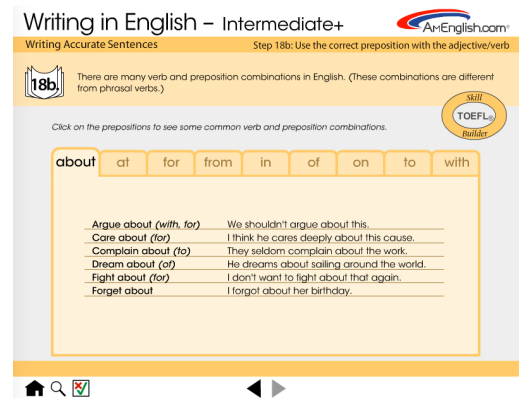
The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will identify the verb & preposition combinations.

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?



The screenshot shows a lesson page titled "Writing in English – Intermediate+" with a sub-header "Writing Accurate Sentences". The page is for "Step 18b: Use the correct preposition with the adjective/verb". It includes a "Skill" badge for "TOEFL® practice" and a "Skill" badge for "TOEFL® practice". The main content area is titled "18b" and contains the text: "There are many verb and preposition combinations in English. (These combinations are different from phrasal verbs.)" Below this is a prompt: "Click on the prepositions to see some common verb and preposition combinations." A horizontal menu contains the prepositions: "about", "at", "for", "from", "in", "of", "on", "to", "with". Below the menu is a table of verb and preposition combinations:

Argue about (with, for)	We shouldn't argue about this.
Care about (for)	I think he cares deeply about this cause.
Complain about (to)	They seldom complain about the work.
Dream about (of)	He dreams about sailing around the world.
Fight about (for)	I don't want to fight about that again.
Forget about	I forgot about her birthday.

On your own in the lab/Homework

Review Chapter 5: Step 19a -19d

Complete Practices 5.49 - 5.65

Lesson Seven: Chapter Five

Use the correct article

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

Review: Whole class

Brainstorm lists of countable versus uncountable nouns

The teacher divides the class in half by having people count off:

1 & 2, 1 & 2.

Then all the ones go to the left side of the room and, all the twos go to the right side. Using a flip chart or board, Group 1 has five minutes to brainstorm a list of countable nouns. Group 2 has five minutes to brainstorm a list of uncountable nouns.

Monitor for problems

The instructor can monitor results during this time to check whether the lists are correct.

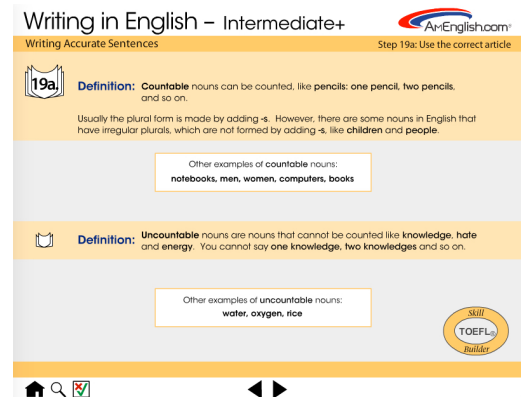
Review: Whole class

The instructor can project Step 19b and Rules #1 & #2 on the board and offer more examples of “the” for both countable and uncountable nouns when being specific & “a/an” for singular countable nouns when not being specific.

The instructor can project Step 19c: Rules #3 & 4

She/he can offer more examples for Rule #4 or elicit examples from the class.

The instructor can project Step 19d: Rule #5 & offer more examples like “the United Kingdom.”



The instructor can project Rule #6. This rule frustrates students who want the rule to be black and white. I often refer to “gray zone” nouns.

Articles are tricky even for advanced level students. It can be motivating to use the team & scoring strategy for any or all of the following Practices: 5.56 - 5.65.

Group practice: Teams

Divide the class into two teams. Project Practices 5.56 - 5.65 on the board one at a time. Each team has ten seconds to fill in the blank (orally). 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

Complete Chapter Reviews 1 & 2

Review Chapter 6; Step 20 & 21

Complete Practices 6.1 - 6.8

Lesson Eight: Chapter Six

Use the appropriate word to connect clauses; Use adjective clauses correctly

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

Review: Whole class

The instructor writes the following coordinating conjunctions on the board:

<i>and</i>	<i>but</i>	<i>yet</i>	<i>so</i>	<i>or</i>	<i>nor</i>
------------	------------	------------	-----------	-----------	------------

The instructor elicits sentences from individuals using each of them in a sentence with more examples using “nor,” which can be more difficult to use in a sentence.

Group practice

Have students work in small groups or with partners to make 6 sentences using the following coordinating conjunctions:

<i>and</i>	<i>but</i>	<i>yet</i>	<i>so</i>	<i>or</i>	<i>nor</i>
------------	------------	------------	-----------	-----------	------------

Monitor for Grammar/syntax problems

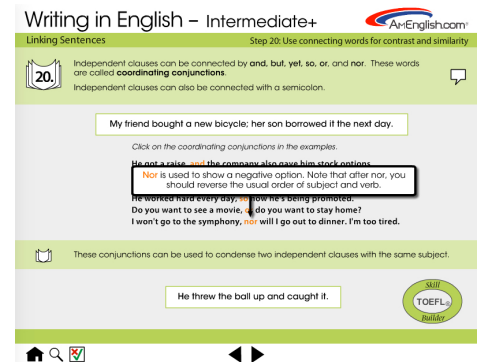
The instructor can monitor results during this time to check for grammar/syntax mistakes in the sentences.

Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will identify the coordinating conjunctions.

Review: Whole class

Instructor projects Steps 21 & 21 cont. (2 screens) on the board, clicking on the linking word to show the other options in the pop-up.



The instructor elicits sentences from individuals using each of the linking expressions as he/she moves through the examples with the class.

Group practice: Teams

Divide the class into two teams. Project practices 6.5 - 6.8 on the board one at a time. Each team has ten seconds to identify the linking expressions/fill in the blank (orally). Keep score.

Group practice: Sentences

Students work in groups or pairs to write sentences using 9 of the linking expressions in Step 21.

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 linking expressions.

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 23a & 23b in Chapter 6

Complete Practices 6.9 - 6.20 in Chapter 6

Complete Chapter Reviews 1- 4 in Chapter 6

Review Steps 24a & 24b in Chapter 7

Complete Practices 7.1 - 7.8 in Chapter 7

Lesson Nine: Chapter Seven

Use parallel structure

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

Review: Whole class

Instructor writes the following sentences on the board (see Step 24a):

<i>The new employee is both <u>smart</u> and <u>capable</u>.</i>
<i>She likes <u>playing</u> baseball and <u>coaching</u> basketball.</i>
<i>Please <u>review</u> and <u>edit</u> the following document.</i>

The instructor elicits the word form for the underlined words in each sentence above.

The instructor changes the second sentence to:

<i>She likes <u>playing</u> baseball and <u>to coach</u> basketball.</i>
--

Ask the class which version of the second sentence is easier to read and remember.

Review: Group practice: Teams

Divide the class into two teams. Project practices 7.1 - 7.8 on the board one at a time. Each team has 30 seconds to make the sentences parallel (oral). Keep score.

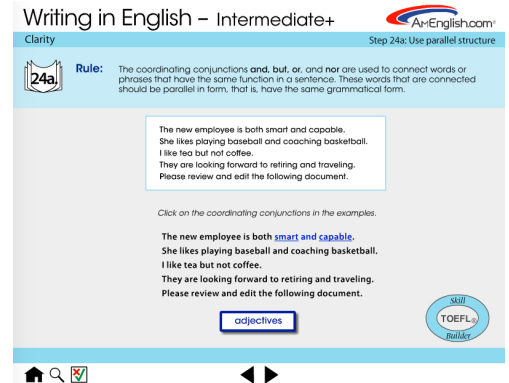
Group practice: Sentences

Students work in groups or pairs to write a list of qualities that are important for job candidates using parallel structure. (See application 7.1)

For example: The candidate should be creative and flexible.

Monitor for Grammar/syntax problems

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



Writing in English – Intermediate+
Step 24a: Use parallel structure

24a Rule: The coordinating conjunctions **and**, **but**, **or**, and **nor** are used to connect words or phrases that have the same function in a sentence. These words that are connected should be parallel in form. That is, have the same grammatical form.

The new employee is both smart and capable.
She likes playing baseball and coaching basketball.
I like tea but not coffee.
They are looking forward to retiring and traveling.
Please review and edit the following document.

Click on the coordinating conjunctions in the examples.

The new employee is both **smart** and **capable**.
She likes **playing** baseball and **coaching** basketball.
I like tea **but** not coffee.
They are looking forward to **retiring** and **traveling**.
Please review and edit the following document.

adjectives

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Groups/Partners share

Groups will take turns sharing their sentences orally with the class. The rest of the class will identify the word forms in each sentence that illustrate parallel structure.

For example: The candidate should be creative and flexible. (adjectives)

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 25a & 25b

Complete Practices 7.9 - 7.14

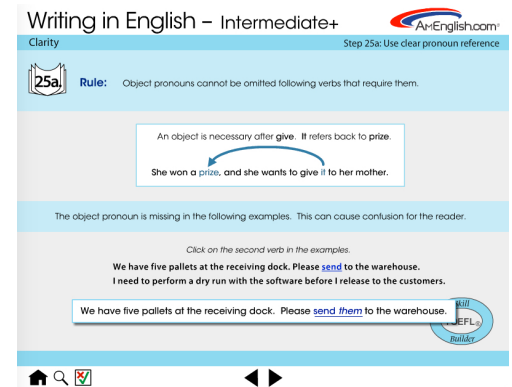
Lesson Ten: Chapter Seven

Use clear pronoun references

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

Review: Whole class

Instructor projects Step 25a on the board, clicking on the second verb in the example sentences.



Group practice: Teams

Divide the class into two teams. Project practices 7.9 - 7.12 on the board one at a time. Each team has 10 seconds to read the sentence and supply the missing object pronoun in the correct place. Keep score.

Review 2: Whole class

Instructor projects Step 25b on the board, clicking on the pronoun in the example sentence.

Group practice: Teams

Divide the class into two teams. Project practices 7.13 & 7.14 on the board one at a time. Each team has 5 minutes rewrite the paragraph and replace unclear pronoun references with more specific ones. 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

Complete Steps 26a & 26b

Complete Practices 7.15 - 7.22 & Reviews 1- 3

Lesson Eleven: Chapter Seven

Make sure the verb is easy to find

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

Review: Whole class

Instructor projects Step 26b, Rules #1, #2 & #3 on the board, clicking on the appropriate words in the example sentences.

Group practice 1: Teams

Divide the class into two teams. Project some of the following practices on the board one at a time: 7.15 - 7.22. Each team has 2 minutes to rewrite each sentence to make it more concise. Keep score.

Note: The teacher may choose to count some answers correct that are slightly different from those in the "back end" scoring section as there are so many ways to revise these sentences.

Group practice 2: Teams

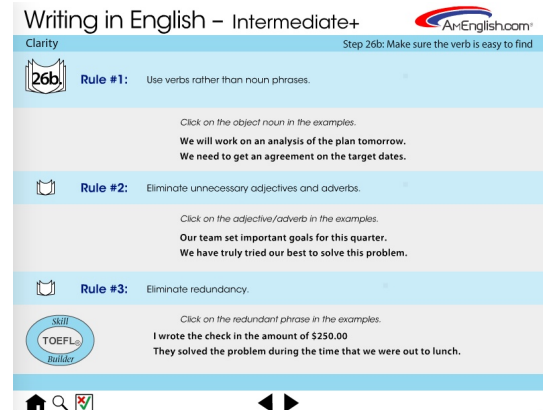
Next, take Reviews 1 - 3 for the Chapter in teams. Keep score again.

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 Post-assessment



The screenshot shows a digital interface for 'Writing in English - Intermediate+' with a focus on 'Clarity'. It features three numbered rules:

- Rule #1:** Use verbs rather than noun phrases. Example: 'We will work on an analysis of the plan tomorrow. We need to get an agreement on the target dates.'
- Rule #2:** Eliminate unnecessary adjectives and adverbs. Example: 'Our team set important goals for this quarter. We have truly tried our best to solve this problem.'
- Rule #3:** Eliminate redundancy. Example: 'I wrote the check in the amount of \$250.00. They solved the problem during the time that we were out to lunch.'

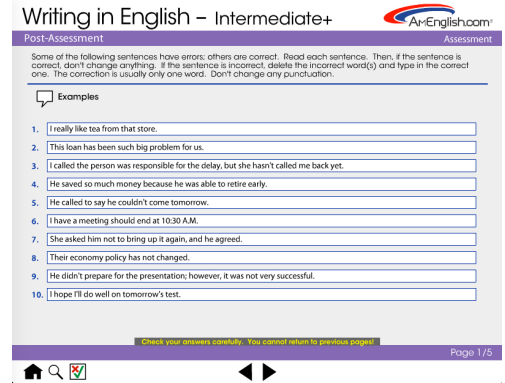
Navigation icons for home, search, and a red 'X' are visible at the bottom.

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- Intermediate+**.



Appendix

1. Use prepositions correctly
2. Use the correct word form
3. Use the correct phrasal verb
4. Use the correct preposition with the adjective/verb
5. Use the correct article
6. Use connecting words for contrast and similarity
7. Use transitional expressions to show connections
8. Use the appropriate words to connect clauses
9. Use adjective clauses correctly
10. Use parallel structure
11. Use clear pronoun reference
12. Write concisely
13. Use punctuation correctly