

Sample

Writing in English High Beginning+

Step-by-step Lesson Plans

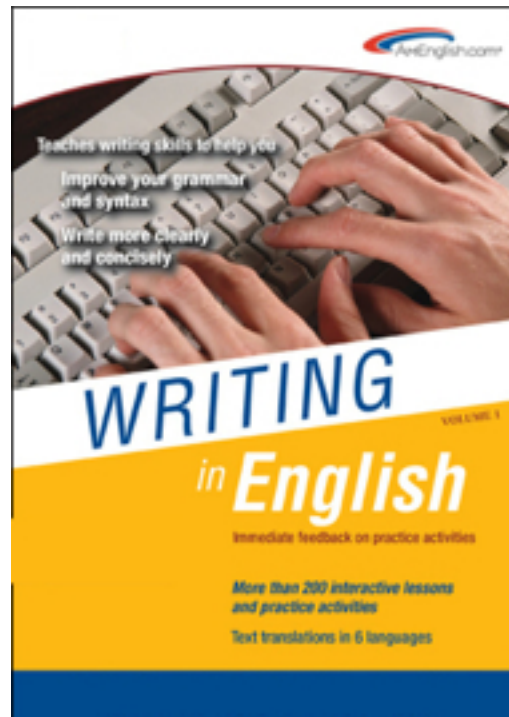
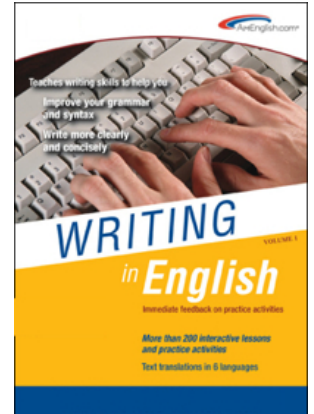


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Introduction:

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.

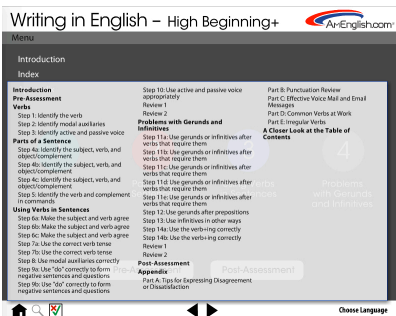


Traditionally, learners are passive at the presentation stage of the lesson, listening to a lecture or reading text. Often, too much information is presented at this stage, and there's too much for the learner to absorb. The interactivity at this first stage of the lesson ensures:

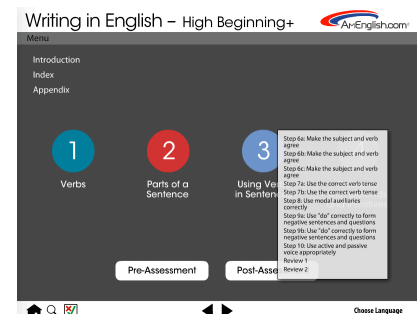
1. Learners are engaged and paying attention.
2. Learners are presented with information that slowly unfolds to reveal more details.

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 chapter level index appears.
2. Mouse over each chapter and a chapter level index appears.



TOEFL® Skill Builder Buttons

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



Target Audience

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

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

Multiple Learning Styles

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

Format

The material is available online.

Customers

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

Organization

Pre-assessment/ post assessment

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

Interactive presentations

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

Interactive practices

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

Application activities

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

Paragraph level reviews

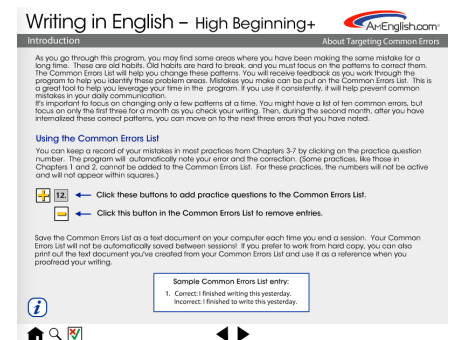
Paragraph level reviews provide opportunities to identify errors and edit. Of course, for many practices and reviews, there is more than one correct answer. The “back end” programming supports multiple correct answers. This is one of the many invisible advantages to an interactive program.

The Common Errors List

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

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

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



The screenshot shows a window titled "Writing in English - High Beginning+" with the AmEnglish.com logo. It features a "Common Errors List" section with an "Introduction" and "Using the Common Errors List" sub-section. The introduction explains that the list helps identify and correct common mistakes. The "Using the Common Errors List" section provides instructions on how to add and remove entries. Below the text, there are two buttons: a plus sign in a square and a minus sign in a square. A "Sample Common Errors List entry" is shown with two items: "1. Correct: I finished writing this yesterday." and "Incorrect: I finished to write this yesterday." The interface also includes a search icon, a home icon, and navigation arrows.

Chapter Three: Using Verbs in Sentences

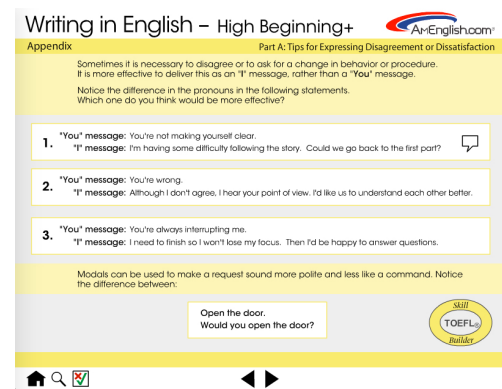
Chapter Three is important for establishing clarity with verb tenses. Again, even advanced level writers are often confused about verb tense. This chapter has multiple practices with mistakes taken from students' written communication. Using verbs accurately is critical to effective academic writing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


Chapter Four: Problems with Gerunds and Infinitives

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

Appendix

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



Writing in English – High Beginning+ 


Appendix Part 4: 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?

 SKILL
TOEFL
Bulky

Navigation icons: home, search, checkmark, back, forward

Lesson One: Pre-Assessment

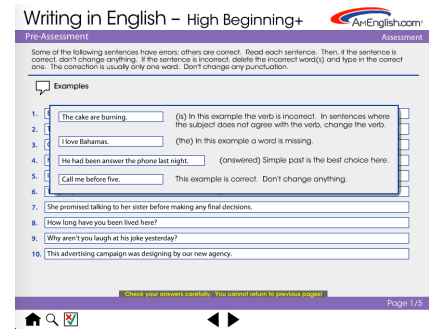
Warm-up

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

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

Pre-Assessment

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

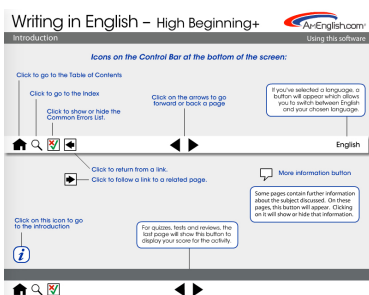
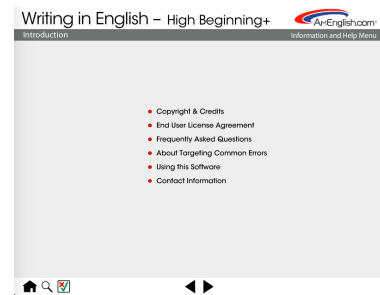


Notes for Teachers:

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

User Interface Tour

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



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

Overview

1. Show the table of contents with 4 chapters & the pre and post-assessments.
2. Click on the magnifying glass at the bottom left of the screen to show them the detailed index.
3. Mouse over the chapter buttons on the Table of Contents to show the short Flash list of steps for each chapter.
4. Take them to chapter one and show them the instructions in each step presentation. For example in step 1, clicking on the verbs in the examples, will reveal more information. Clicking on the empty dialogue box at the right will reveal further information.
5. Mouse over the TOEFL® Skill Builder button to get specifics on how this program will help build skills required for the TOEFL® test.
6. Take students to practice 1.1 in chapter one to show them the scoring.
7. Remind students that the “Common errors list” works in Chapters Three and Four. Go to practice 3.1 to show them how it works by clicking on one of the item numbers. Note the graphic for the common errors list in the lower left of the screen.

On your own in the lab/Homework

Review Chapter One, completing all the practices

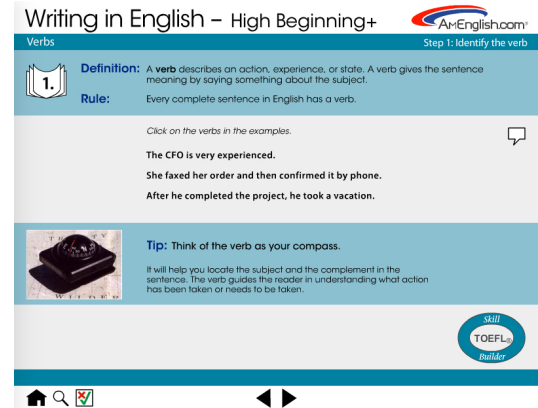
Lesson Two: Chapter 1

Identify verbs, modals, & active & passive voice

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

Review: Whole class

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



Writing in English – High Beginning+ AmEnglish.com
 Verbs Step 1: Identify the verb

1. **Definition:** A verb describes an action, experience, or state. A verb gives the sentence meaning by saying something about the subject.
Rule: Every complete sentence in English has a verb.

Click on the verbs in the examples.
 The CFO is very experienced.
 She faxed her order and then confirmed it by phone.
 After he completed the project, he took a vacation.

Tip: Think of the verb as your compass.
 It will help you locate the subject and the complement in the sentence. The verb guides the reader in understanding what action has been taken or needs to be taken.

Still TOEFL® Builder

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

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

Practice

Divide the class into two teams.

Project Practices 1.1 - 1.5, one at a time.

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

Whole class

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

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

See Chapter 1; Step 2

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

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

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

Practice

Divide the class into two teams.

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

Whole class

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

See Chapter 1; Step 3

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

Practice

Divide the class into two teams.

Project Practices 1.13 & 1.14 one at a time

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

Reflect

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

On your own in the lab/Homework

Review Chapter Two, completing all the practices