

## *ED Expert Skills-Based Lessons*

### **BASIC 1**

Section	Genre & Title	Summary	Objectives
Reading	Story: The Gold Coins	Brenda Cash is diving for treasure in Key West, Florida. She finds gold but has it stolen by the captain of the boat she hired.	Learners will: <ul style="list-style-type: none"> <li>• Understand the general meaning and significant details in a story;</li> <li>• Understand the sequence of events in a story.</li> </ul>
	Story: Time Travel Tourist	Carol visits the Tower of London. She finds a magic coin, which transports her back in time to the time of Anne Boleyn and King Henry VIII.	Learners will: <ul style="list-style-type: none"> <li>• Understand the general meaning and significant details in a story;</li> <li>• Follow the sequence of events in a story;</li> <li>• Draw inferences from implicit information in a text.</li> </ul>
	Article: New Picasso Exhibition	An exhibition of Picasso's paintings is being held at the Museum Of Modern Art.	Learners will: <ul style="list-style-type: none"> <li>• Understand factual information in a short article;</li> <li>• Complete a table based on information in an article.</li> </ul>
	Article: Americans Are Eating Less Meat	Americans are following a healthier lifestyle by eating less red meat and exercising more often.	Learners will: <ul style="list-style-type: none"> <li>• Understand the main idea and supporting details in a short expository text;</li> <li>• Classify information from a text according to categories;</li> <li>• Infer information from a text.</li> </ul>
	Article: Missing Money	The First Bank of New York is missing a small amount of money every day. The police are investigating.	Learners will: <ul style="list-style-type: none"> <li>• Understand the main ideas and details from an article of a crime investigation.</li> <li>• Complete a report based on information in an article.</li> </ul>
	Postcard: Italy	Ellen is sending a postcard from Rome describing her trip to a friend.	Learners will: <ul style="list-style-type: none"> <li>• Understand the explicit and implicit information in a postcard;</li> <li>• Draw inferences from information in a postcard;</li> <li>• Match words and meanings on the basis of information in a postcard.</li> </ul>

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	Postcard: France	A husband and wife are having a good time in Paris with their family.	Learners will: <ul style="list-style-type: none"> <li>• Understand the explicit and implicit information in a postcard;</li> <li>• Classify information from a postcard into categories;</li> <li>• Draw inferences from information in a postcard.</li> </ul>
	Postcard: Budapest	Ann is writing to her parents describing the city's buildings and people.	Learners will: <ul style="list-style-type: none"> <li>• Understand the explicit and implicit information in a postcard;</li> <li>• Complete a letter on the basis of information in a postcard;</li> <li>• Draw inferences from information in a postcard.</li> </ul>
	Postcard: Haiti	Philip is writing to Roger from Port au Prince, the capital.	Learners will: <ul style="list-style-type: none"> <li>• Understand the explicit and implicit information in a postcard;</li> <li>• Draw inferences from information in a postcard.</li> </ul>
	Ad: Jobs	An ad about a job opportunity for computer salespeople.	Learners will: <ul style="list-style-type: none"> <li>• Understand the main idea and details in an ad;</li> <li>• Draw inferences from information in an ad.</li> </ul>
	Ad: Homes	An advertisement for a large house in the suburbs of New Jersey.	Learners will: <ul style="list-style-type: none"> <li>• Understand the general meaning and significant details in an ad;</li> <li>• Draw inferences from information in an ad.</li> </ul>
	Ad: Pets	An advertisement for a large, black, 10-month old dog for sale.	Learners will: <ul style="list-style-type: none"> <li>• Understand the general meaning and significant details in an ad;</li> <li>• Draw inferences from information in an ad.</li> </ul>

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Listening	Radio: News	The launch of a space shuttle at Cape Canaveral, Florida.	Learners will: <ul style="list-style-type: none"> <li>• Understand the general meaning and significant details in a radio news item;</li> <li>• Draw inferences from information in a radio news item.</li> </ul>
	Radio: Sports	A broadcast of the last minutes of a football game.	Learners will: <ul style="list-style-type: none"> <li>• Understand the general meaning and significant details in a radio news item;</li> <li>• Complete a conversation on the basis of information in a radio sports report;</li> <li>• Draw inferences from information in a radio sports report.</li> </ul>
	Radio: Music	A lead singer of the rock band “Fast Food” is being interviewed.	Learners will: <ul style="list-style-type: none"> <li>• Understand factual information in a radio interview;</li> <li>• Classify information from a radio interview according to categories.</li> </ul>
	Radio: Drama	A husband informs his wife that he is leaving her for another woman.	Learners will: <ul style="list-style-type: none"> <li>• Understand the explicit and implicit information in a radio drama;</li> <li>• Complete a conversation on the basis of information in a radio drama.</li> </ul>
	Radio: Quiz	A game show called The Question Game in which contestants try to answer questions for prizes.	Learners will: <ul style="list-style-type: none"> <li>• Understand factual information in a radio quiz show.</li> </ul>
	Radio: Weather	A broadcast of the morning weather report.	Learners will: <ul style="list-style-type: none"> <li>• Understand the significant details in a radio weather report.</li> <li>• Apply knowledge of time expressions and tenses to understand a weather report.</li> </ul>
	Radio: Call-in	A program where calls from the public are taken on the subject of the closure of an old movie theater.	Learners will: <ul style="list-style-type: none"> <li>• Understand the significant details in a radio program;</li> <li>• Identify point of view in a radio call-in program;</li> <li>• Type in information in the transcript of a radio program.</li> </ul>

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	Voice Mail: Family	Jenny's mother leaves a message asking Jenny to return her call.	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• Understand the general meaning and significant details in a voice mail message;</li> <li>• Type in information in the transcript of a voice mail message.</li> </ul>
	Voice Mail: Friends	Jack informs a friend that he has bought tickets for a rock concert for that evening.	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• Understand the main ideas and significant details in a voice mail message;</li> <li>• Draw inferences on the basis of information in a voice mail message.</li> </ul>
	Voice Mail: Phone Sales	A salesman leaves a message about the distribution of free newspapers.	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• Understand the main idea and significant details in a voice mail message;</li> <li>• Complete a note on the basis of information in a voice mail message.</li> </ul>
	TV: Ad	In a TV advertisement, a customer and a waitress are discussing their director while drinking coffee.	<p>Learners will:</p> <ul style="list-style-type: none"> <li>• Understand the explicit and implicit information in a TV ad;</li> <li>• Make use of visual information to understand a video clip.</li> <li>• Complete information in the script of an ad.</li> </ul>

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Speaking	Street: Italian Restaurant	A man is asking another for directions to an Italian restaurant.	Learners will: <ul style="list-style-type: none"> <li>Take part in a short dialogue in which they ask and give directions.</li> </ul>
	Street: Smalltalk	A newspaper seller is asking a man questions about himself.	Learners will: <ul style="list-style-type: none"> <li>Take part in a short dialogue in which they ask and answer questions about where someone lives.</li> </ul>
	Restaurant: Coatroom	A woman at the entrance to a restaurant is asking another where she can put her coat.	Learners will: <ul style="list-style-type: none"> <li>Take part in a short dialogue in which they ask for and give information about where something is.</li> </ul>
	Restaurant: Payphone	A man in a restaurant is asking another where the payphone is.	Learners will: <ul style="list-style-type: none"> <li>Take part in a short dialogue in which they ask for and give information about where something is.</li> </ul>
	Office: Can I Help?	A receptionist greets a woman who has come for an appointment at the office.	Learners will: <ul style="list-style-type: none"> <li>Take part in a short dialogue in which they greet someone coming to the office.</li> </ul>
	Office: Room 515	A receptionist gives directions to a man who has come for a meeting at the office.	Learners will: <ul style="list-style-type: none"> <li>Take part in a short dialogue in which they give and receive information about where a meeting is.</li> </ul>
	Hotel: Nonsmoking Room	A hotel guest checks into a nonsmoking room in a hotel.	Learners will: <ul style="list-style-type: none"> <li>Take part in a short dialogue in which they check into a room in a hotel.</li> </ul>
	Hotel: Bellhop	A woman hotel guest asks the bellhop about the restaurant.	Learners will: <ul style="list-style-type: none"> <li>Take part in a short dialogue in which they ask for and give information about something.</li> </ul>

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Writing	E-mail	An email from a bank manager to a customer inquiring about her credit card use.	Learners will: <ul style="list-style-type: none"> <li>Practice the conventions used in email messages, e.g., email address, subject line, greeting, opening, closing, sign-off.</li> </ul>
	Letter	A personal letter to a friend about a visit to New York.	Learners will: <ul style="list-style-type: none"> <li>Practice the conventions used in personal letters, e.g., date, greeting, opening, closing, sign-off.</li> </ul>
	Form	A form for Concorde Computer Co.	Learners will: <ul style="list-style-type: none"> <li>Practice the conventions used in forms, e.g., name, street, city, apartment no., zip code, telephone no.</li> </ul>

Section	Title	Summary	Objectives
Grammar	Be: Wh-Questions	Presentation and practice of Wh-questions using the verb "Be."	Learners will: <ul style="list-style-type: none"> <li>Use the verb "Be" to ask short Wh-questions in the present simple.</li> </ul>
	Be: Tag Questions	Presentation and practice of tag questions using the verb "Be."	Learners will: <ul style="list-style-type: none"> <li>Use tag questions to ask rhetorical questions using "Be" in the present simple.</li> </ul>
	Be: Review	A review of the use of the verb "Be" in present simple affirmative and negative sentences, questions, etc.	Learners will: <ul style="list-style-type: none"> <li>Review the use of the verb "Be" in the present simple in questions and sentences.</li> </ul>
	Present Progressive: Tag Questions	Presentation and practice of tag questions in the present progressive tense.	Learners will: <ul style="list-style-type: none"> <li>Use tag questions to ask rhetorical questions in the present progressive.</li> </ul>
	Present Progressive: Review	A review of the use of the present progressive in affirmative and negative sentences, questions, etc.	Learners will: <ul style="list-style-type: none"> <li>Review the use of the present progressive in questions and sentences.</li> </ul>
	Nouns: Review	A review of the use of singular, plural and possessive nouns.	Learners will: <ul style="list-style-type: none"> <li>Review the use of nouns in simple questions and sentences.</li> </ul>

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	Pronouns: Review	A review of the use of subject, object and possessive pronouns.	Learners will: <ul style="list-style-type: none"><li>• Review the use of pronouns in simple questions and sentences.</li></ul>
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