

ED Expert Skills-Based Lessons

BASIC 3

Section	Genre & Title	Summary	Objectives
Reading	Story: We Can Change The World	Santiago lived in a small village when the war started. Although he is young, he has strong opinions. He tells people they can change the world.	Learners will: <ul style="list-style-type: none"> • Understand the main ideas in a story; • Apply knowledge of time expressions and tenses to follow the sequence of events in a story.
	Article: Thieves Rob Building Downtown	Thieves break into the New Diamond Exchange Building. The guard has fallen asleep, but wakes up to see the thieves running away.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in an article; • Apply knowledge of time expressions and tenses to follow the sequence of events in an article.
	Article: Nicole Hunt Tells All	Businesswoman Nicole Hunt tells how she got started in business as a factory worker and eventually rose to become president of her own company.	Learners will: <ul style="list-style-type: none"> • Understand main ideas and supporting details in an article; • Apply knowledge of time expressions and tenses to follow the sequence of events in an article.
	Article: Police Arrest Bicycle Thief	Police finally arrest the bicycle thief famous for stealing children's cycles, riding them all over town and then throwing them into the ocean.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in an article; • Apply knowledge of time expressions and tenses to follow the sequence of events in a newspaper article; • Complete a report on the basis of information in an article.
	Article: Save Our Planet	There will be many programs at the Natural History Museum for Save Our Planet Week.	Learners will: <ul style="list-style-type: none"> • Understand main ideas and supporting details in an article; • Complete a poster on the basis of information in an article.

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	Postcard: Paris	Michelle is writing to Rachel about Joe's accident.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in a postcard; • Match key words in a postcard to their definitions.
	Postcard: Old Town University	Jane is writing to Karen about the part-time job she got at the university library.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in a postcard.
	Postcard: Wisconsin	Marie is having a great time on her aunt's farm.	Learners will: <ul style="list-style-type: none"> • Understand main idea and supporting details in a postcard; • Apply knowledge of time expressions and tenses to follow the sequence of events in a postcard; • Draw inferences from information in a postcard; • Complete a notice on the basis of information in a postcard.
	Postcard: Jerusalem	Tim is writing to Mike about his trip to Jerusalem.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in a postcard; • Apply knowledge of time expressions and tenses to follow the sequence of events in a postcard; • Understand words belonging to the same category in a postcard.
	Ad: At Huckleberry Hills	An advertisement for a new housing development.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in an ad; • Draw inferences from information in an ad; • Complete another ad from information an ad.

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	Ad: Police Officers Needed	An advertisement for a police training program.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in an ad; • Understand rhetorical questions in an ad; • Draw inferences from information in an ad; • Complete a reply in response to an ad.
	Ad: Artemis Theater Presents	An advertisement for a theater company.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in an ad.

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Listening	Radio: Interview	Businessman Patrick Sykes is being interviewed about his experiences on a business trip the previous month.	Learners will: <ul style="list-style-type: none"> • Understand factual information in a radio interview; • Apply knowledge of time expressions and tenses to follow the sequence of events in an interview.
	Radio: News	A report about the trial of art thief, Blacky Smith.	Learners will: <ul style="list-style-type: none"> • Understand explicit information in a radio news report.
	Radio: Sports	An interview with a coach and a professor about the university's sports teams.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in a sports program; • Understand cause and effect relationships in a sports program; • Match items according to information in a sports program.
	Radio: Quiz	The radio quiz show "Win Big" has prizes for the contestant that answers the most questions correctly.	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in a radio quiz; • Complete the transcript of a radio program.

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	Radio: Music	A radio arts program about various cultural events taking place around the city.	Learners will: <ul style="list-style-type: none"> • Understand detailed information in a radio arts program.
	Radio: Weather	The local and international weather reports.	Learners will: <ul style="list-style-type: none"> • Understand the main ideas and detailed information in a weather report.
	Radio: Call-in	"Give Your Opinion" asks for the listeners' opinions on the question, "Does the government want peace or war?"	Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in a radio call in show; • Understand opinions expressed in a call-in program; • Draw inferences from information in a radio show.
	Voice Mail: Friends	Kim leaves a message for Cindy telling her that she has managed to get two tickets for Wednesday evening's concert.	Learners will: <ul style="list-style-type: none"> • Understand the general meaning and significant details in a voice mail message; • Type in words to complete the transcript in a voice mail message. • Draw inferences from information in a voice mail message.
	Voice Mail: Sales	A telemarketing message about jobs for high school students.	Learners will: <ul style="list-style-type: none"> • Understand the purpose of a voice mail message; • Draw inferences from information in a message; • Understand details in a voice mail message.
	TV: Business	Two businessmen meet at a hotel. One has just arrived from Sydney and had his luggage lost along the way.	Learners will: <ul style="list-style-type: none"> • Understand the explicit and implicit information in a video clip; • Draw inferences from information in a video clip; • Complete a postcard on the basis of information in a clip.

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Speaking	Office: Glass Of Water	A man offers a woman some coffee or tea before a meeting. She refuses and asks for a glass of water instead.	Learners will: <ul style="list-style-type: none"> Take part in a short dialogue in which they offer/politely refuse something.
	Dept. Store: Return A Sweater	A young woman wants to know if she can return a sweater to the store without a receipt.	Learners will: <ul style="list-style-type: none"> Take part in a short dialogue in which they ask if something is possible.
	Dept. Store: Too Large	A saleswoman is hinting to a woman buying a shirt that it is too big. The woman insists that it is what she wants.	Learners will: <ul style="list-style-type: none"> Take part in a short dialogue in which they express certainty about something.
	Dept. Store: Can I Order	A woman inquires whether a dress is available in another color or can be ordered.	Learners will: <ul style="list-style-type: none"> Take part in a short dialogue in which they inquire about something.
	Dept. Store: Which Tie	A wife is asking her husband which color tie and shirt he prefers.	Learners will: <ul style="list-style-type: none"> Take part in a short dialogue in which they inquire about/express preferences.
	Airport: Our Tickets	A man and woman are trying to remember where the woman put their tickets.	Learners will: <ul style="list-style-type: none"> Take part in a short dialogue in which they inquire about/express certainty.
	Street: Work Late	A woman asks her friend if he can help her in the store. He refuses because he has to work late that night.	Learners will: <ul style="list-style-type: none"> Take part in a short dialogue in which they make/refuse a request.
	Street: Wake Up	A woman tells another not to wake her up next morning because she's on vacation.	Learners will: <ul style="list-style-type: none"> Take part in a short dialogue in which they tell someone they don't have to do something they usually do.

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Writing	E-mail	An email message to a friend suggesting they have a surprise party for James, a mutual friend.	Learners will: <ul style="list-style-type: none"> Practice the conventions used in email messages, e.g., email address, subject line, greeting, opening, closing, sign-off.
	Letter	A letter of complaint to a businessman about his intentions to build a new factory in the neighborhood.	Learners will: <ul style="list-style-type: none"> Practice the conventions used in letters, e.g., date, greeting, opening, closing, sign-off.
	Form	A form from a theater.	Learners will: <ul style="list-style-type: none"> Practice the conventions used when completing forms, e.g., name, street, city, apartment no., zip code, telephone no.

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Grammar	Adverbs: Too & Enough	Presentation and practice of the use of “too” vs. “enough” in short sentences.	Learners will: <ul style="list-style-type: none"> Differentiate between “too” and “enough” to modify verbs in sentences.
	Adverbs: Review	Review of the form and use of adverbs in simple sentences and questions (too/enough, comparisons, adverbs of frequency).	Learners will: <ul style="list-style-type: none"> Consolidate their knowledge of the form and use of adverbs in sentences and questions.
	Future: Review	Review of different ways to express the future and intention in short sentences and questions (will, going to, present progressive, present simple).	Learners will: <ul style="list-style-type: none"> Consolidate their knowledge of the various ways to express future actions and intention.
	Gerunds: Review	Review of use of gerunds in short sentences and questions (after verbs, after prepositions, as subjects, as objects, in contrast to infinitive).	Learners will: <ul style="list-style-type: none"> Consolidate their knowledge of the use of gerunds.
	Infinitives: Other Uses	Presentation and practice of the use of the infinitive instead of noun clauses in short sentences and questions.	Learners will: <ul style="list-style-type: none"> Use the infinitive form of the verb instead of noun clauses in sentences and questions.

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	Infinitives: Review	Review of a variety of uses of the infinitive (after verbs, after adjectives, after objects, etc).	Learners will: <ul style="list-style-type: none">• Consolidate their knowledge of the various uses of the infinite.
	Modals: Review	Review of the form and use of modals in short sentences and questions (must, should, be able to, had to, must not/don't have to).	Learners will: <ul style="list-style-type: none">• Consolidate their knowledge of modals to express obligation, recommendation, ability, etc.
	Past Progressive: Review	Review the form and use of the present progressive in short sentences and questions.	Learners will: <ul style="list-style-type: none">• Consolidate their knowledge of the present progressive.