

ED Expert Skills-Based Lessons

Intermediate 2

| Section | Genre & Title | Summary | Objectives |
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| Reading | Story: Amanda's Vacation | Amanda decides to take a vacation to Guatemala but her flight is delayed and then cancelled because of a bomb scare. | 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; • Understand compound words in a story. |
| | Article: Safety First | The article discusses the first conference on industrial waste disposal being held at Waste Systems, Inc. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in an article; • Focus on key words in an article. |
| | Article: Groundhog Day | An article about Groundhog Day - an American holiday observed mainly in the colder areas of the U.S. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in an article; • Draw inferences in order to identify points of view in an article. |
| | Article: Computer Expo | Computer Expo is an international computer technology and software exhibition. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in an article; • Draw inferences in order to identify points of view in an article. |
| | Notice: Car Check | Directions for checking a car before a long trip. | Learners will: <ul style="list-style-type: none"> • Understand the main idea and detailed information in a notice; • Understand key words in a notice and be able to use them in a new context. |
| | Notice: Software Set Up | Step-by-step instructions for installing a software program. | Learners will: <ul style="list-style-type: none"> • Understand and follow written instructions. |

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| | Notice: Save The Earth | New Town has joined a recycling program and has sent out announcements informing citizens about separating their garbage for recycling. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in a notice; • Identify writer's attitude in a text; • Classify items from a notice according to categories; • Complete a letter based on information in a notice. |
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| Listening | Radio: Sports | A sports reporter relates the events at a ski competition. | Learners will: <ul style="list-style-type: none"> • Understand the explicit information in a radio sports report; • Type words into a transcript of a radio report; • Complete a newspaper article on the basis of information in a radio report. |
| | Radio: Music | A radio music program presents a report of the events at the Highland Games Festival in Aberdeen, Scotland. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in a radio music program; • Type words in a written report based on the radio program. |
| | Radio: Call-In | A program in which listeners voice their opinions on the subject of an airport workers' strike. | Learners will: <ul style="list-style-type: none"> • Identify points of view in a radio call-in program; • Understand key words in a radio program and be able to use them in a new context. |

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| | Voice Mail: Friends | A friend of Veronica's leaves a message about having seen their mutual friend Cecilia at the hairdresser's. | Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in a voice mail message; • Draw inferences from information in a voice mail message; • Type words into a transcript of a voice mail message. |
| | Voice Mail: Business | A message in which John is told about changes in the next day's conference arrangements. | Learners will: <ul style="list-style-type: none"> • Understand explicit information in a voice mail message. |
| | Voice Mail: Emergency | A friend leaves a voice mail message for Mac telling him that their friend has been in a hiking accident and is in hospital. | Learners will: <ul style="list-style-type: none"> • Understand explicit information in a voice mail message; • Type words into a transcript of a voice mail message; • Complete a report based on information in a voice mail message. |
| | TV: Birthday | Two people are waiting for their friends to arrive at a surprise party they've organized for them out of town. | Learners will: <ul style="list-style-type: none"> • Understand explicit and implicit information in a video clip. |

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| Speaking | Office: Presentation | Two colleagues are discussing a presentation that one of them has to give. One makes suggestions of how to make it more interesting. | Learners will: <ul style="list-style-type: none"> • Take part in a dialogue in which they make/reject suggestions. |
| | Office: Terrible Traffic | A businessman is explaining to a secretary that he is late because of the terrible traffic. | Learners will: <ul style="list-style-type: none"> • Take part in a dialogue in which they apologize/ express dissatisfaction/agreement. |
| | University Library: Turn Down The Music | A female student asks her male companion to turn down the music. Then she suggests they go to the cafeteria to study. | Learners will: <ul style="list-style-type: none"> • Take part in a dialogue in which they make a request/make/accept a suggestion. |

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| | University: Study All Night | One female student is telling the other she doesn't want to study all night and will go back to the room. | Learners will: <ul style="list-style-type: none"> • Take part in a dialogue in which they make/reject a suggestion. |
| | Restaurant: Dad's Diet | A family is having a meal at a restaurant and discussing what they are eating. | Learners will: <ul style="list-style-type: none"> • Take part in a dialogue in which they ask for/give permission. |
| | Restaurant: Fired | A man and a woman eating in a restaurant are discussing a colleague who was fired. | Learners will: <ul style="list-style-type: none"> • Take part in a dialogue in which they express agreement/disagreement. |
| | Street: We're Late | A man and a woman are near a pay phone and the A woman wants to make a phone call. The man doesn't want her to because they are late. | Learners will: <ul style="list-style-type: none"> • Take part in a dialogue in which they ask for /deny permission. |
| | Street: No Smoking Here | A man is asking a woman not to smoke near him because it bothers him. | Learners will: <ul style="list-style-type: none"> • Take part in a dialogue in which they make a request/ask for/deny permission. |

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| Writing | Memo | Explore: An office memo from the organizer of a charity carnival in which he assigns tasks that have to be done. Practice 1. Give details about a magazine writing assignment Practice 2. Give instructions to someone about a task connected to a matter at the office. | Learners will: <ul style="list-style-type: none"> Complete an office memo by writing a paragraph about an action or actions that should be done. |
| | Letter | Explore: A business letter to a public relations company confirming conference arrangements. Practice 1: Give information about a washing machine that someone is interested in. Practice 2: Give details of bad service in a letter of complaint. | Learners will: <ul style="list-style-type: none"> Complete a letter by writing a paragraph that supports the purpose of the letter. |
| | Report | Explore: A report on airport safety procedures detailing measures that should be taken to improve safety. Practice 1: Detail plans for modernizing a computer system of a furniture company. Practice 2: Review a TV program and make recommendations for improvement. | Learners will: <ul style="list-style-type: none"> Complete a report by writing a paragraph that supports the purpose of a report by focusing on its main points and conclusions. |

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| Grammar | Causatives/Permissives: Review | A review of the use of causatives and permissives in all known tenses (active – have, make, let, get someone to do something; passive – have, get, want, would like something done by someone). | Learners will: <ul style="list-style-type: none"> Consolidate their knowledge of ways in which they can allow, oblige, want or ask another person to perform an action. |
| | Conditionals: Review | A review of the use and form of conditionals -unreal and real. | Learners will: <ul style="list-style-type: none"> Consolidate their knowledge of how to talk about real possibilities in general time, possible events in the future and unreal situations in the present or the future. |