

ED Expert Skills-Based Lessons

Advanced 3

| Section | Genre & Title | Summary | Objectives |
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| Reading | Article: Opposition To Urban Renewal Plan | The article presents view for and against an urban renewal plan in a poor neighborhood. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in an article; • Identify points of view expressed in an article; • Classify information in an article according to the point of view. |
| | Article: Joe's Big Birthday | An article about the oldest resident of a retirement home, who is celebrating his 110 th birthday. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in an article; • Follow the sequence of events described in an article; • Use the information in an article to complete an invitation. |
| | Letter: To The Editor | A letter from a reader who believes that magazines should continue to write about hardships faced by the handicapped in order to make the public aware of their problems. | Learners will: <ul style="list-style-type: none"> • Follow the development of an argument in a letter to the editor; • Understand the purpose of a letter to the editor. |
| | Letter: Complaint | A customer complains about the service she has received from Trans-Atlantic Tele-Corp. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and supporting details in a letter of complaint; • Apply knowledge of time expressions and tenses to understand the sequence of events in a letter; • Understand idiomatic expressions in a letter. |

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| Listening | Radio: Quiz | Contestants are challenged to recite a poem or answer questions within a given time period in order to win prizes. | Learners will: <ul style="list-style-type: none"> • Understand the explicit and implicit information in a radio program; • Draw inferences from information in a radio program; • Type in words in a transcript of a radio program. |
| | Radio: Music | A musical game in which the last listener left on the line wins a prize if they can identify a song. | Learners will: <ul style="list-style-type: none"> • Understand the main idea and detailed information in a radio program; • Apply knowledge of time expressions and tenses to understand the sequence of events described in a radio program. |
| | Radio: Ad | An advertisement for Hillview, a new suburban community under construction. | Learners will: <ul style="list-style-type: none"> • Understand the explicit and implicit information in a radio ad; • Understand the purpose of testimony in an ad. |
| | Radio: Weather | The weather report contains a recommendation for a place to go for a pleasant weekend in nature. | Learners will: <ul style="list-style-type: none"> • Understand the main idea and detailed information in a radio report; • Draw inferences from information in a radio report; • Classify information in a report according to categories. |
| | Voice Mail: Family | Karen describes the events at a party she attended the previous evening. | Learners will: <ul style="list-style-type: none"> • Understand the main ideas and detailed information in a voice mail message; • Identify the purpose of a voice mail message. |

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| Speaking | Office: Lunch Break | A businessman suggests that the people at a meeting take a break. One of those present makes an alternative suggestion. | Learners will: <ul style="list-style-type: none"> Take part in a dialogue in which they make a suggestion/make an alternative suggestion. |
| | Office: Nothing's Impossible! | A secretary asks her boss if she can leave early. He refuses until she explains that she has a doctor's appointment. | Learners will: <ul style="list-style-type: none"> Take part in a dialogue in which they insist on something. |
| | Group Therapy: What Do You Want | A husband and wife work out their differences regarding responsibilities around the house, | Learners will: <ul style="list-style-type: none"> Take part in a dialogue in which they make/ agree to a suggestion. |
| | High School: Religion And Culture | Two high school students discuss what was taught in a Religion and Culture class. | Learners will: <ul style="list-style-type: none"> Take part in a dialogue in which they report/react to general beliefs. |

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| Writing | Application | Explore: A letter of application for the position of physiotherapist with reasons why the person is suited to the position. Practice 1: Apply for a grant to do research on self-image of immigrant children giving details of the research study. Practice 2: Apply to transfer to another branch of a company and give reasons for the application. | Learners will: <ul style="list-style-type: none"> Complete a letter in which they apply for something by writing a number of paragraphs about it; Write a letter in which they apply for something and ask for or give specific details about it. |
| | Inquiry | Explore: A letter of inquiry regarding enrollment in a course after the deadline for applications. Practice 1: Inquire about possibility of receiving a mortgage explaining why you should get it. Practice 2: Inquire about receiving an extension for a college paper that is due detailing reasons why it is justified. | Learners will: <ul style="list-style-type: none"> Complete a letter of inquiry by writing a number of paragraphs giving specific information; Write a letter of inquiry giving specific information. |

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| | Complaint | <p>Explore: A detailed letter of complaint about not receiving products ordered.</p> <p>Practice 1: A detailed complaint to company management about new regulations regarding lunch and coffee breaks, etc.</p> <p>Practice 2: A detailed complaint about a product that was purchased that is out of order.</p> | <p>Learners will:</p> <ul style="list-style-type: none"> • Complete a letter of complaint by writing a number of paragraphs justifying the complaint including specific information; • Write a letter of complaint that includes specific information about it. |
| | Apology | <p>Explore: A letter of apology about behaving badly at a party the previous night.</p> <p>Practice 1: An apology about not writing back to thank someone for a baby gift with details explaining why it's taken so long.</p> <p>Practice 2: An apology about one's mother's behavior, with an explanation of her actions.</p> | <p>Learners will:</p> <ul style="list-style-type: none"> • Complete a letter of apology by writing a number of paragraphs with details of the reason/s for an error; • Write a detailed letter of apology that includes details explaining the cause of something. |

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| | Personal | <p>Explore: A detailed letter to a friend trying to convince him to join the writer who is spending time in the country.</p> <p>Practice 1: A detailed letter thanking a friend for a condolence letter they sent.</p> | <p>Learners will:</p> <ul style="list-style-type: none"> • Complete a personal letter by writing a number of paragraphs with detailed information about events in one's life; • Write a personal letter that includes detailed information about events in one's life. |

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| Grammar | More Common Errors: Review | Review structures and items that cause common errors in English (like vs. mind; prepositions following verbs and adjectives – <i>thinking about, tired of, interested in</i> ; parallel structures – <i>to swim, to run and to play</i> ; so vs. such.) | Learners will: <ul style="list-style-type: none">• Consolidate their knowledge of the correct usage of some lexical, semantic and grammatical items that are often used incorrectly. |
| | More Infinitives: Review | Review more uses of the infinitive (after passives; as connectors). | Learners will: <ul style="list-style-type: none">• Consolidate their knowledge of using the infinitive to replace a longer clause after a verb in the passive voice, and as a connector. |