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# Introduction

## Rationale

The challenge of education is to prepare all students for life in the 21st century. This includes those learners whose first language is not English. These English as Second Language (ESL) students bring with them an array of cultures, languages and experiences which enrich our society as well as our schools. While their linguistic and cultural backgrounds vary greatly, all ESL students share the challenge of adjusting to a new culture and continuing their education in a foreign setting. To realize their educational, personal, social and long-term career goals, ESL students need to be able to communicate with others skillfully, appropriately and effectively in English. This is achieved in part through an ESL programme designed specifically to address their needs. ( Larsen-Freeman 2000; Larsen-Freeman & Long 1991)

ESL learners are often assumed to have sufficient English to cope with the regular programme because they have acquired a superficial oral fluency. Cummins (1979) distinguished between two distinct kinds of language proficiency: *Basic Interpersonal Communicative Skills* (BICS) and *Cognitive/Academic Language Proficiency* (CALP). It was found that the majority of ESL students achieve BICS within two years of residence but that they achieve CALP only after five to seven years of adequate second- language instruction. (Collier 1992; Cummins 1979; Wong-Fillmore 1983). It has been further shown that ESL students who participate in consistent, and well designed ESL programmes remain in school longer and attain significantly higher rates of academic achievement than students without such advantages. (TESOL 1997)

ESL 3205 is a high intermediate-advanced language course intended to:

- assist students in extending and refining the English language skills essential for academic and personal success.
- consolidate and build upon those language skills taught in ESL 2205.
- provide language instruction for students who need language support in order to succeed in regular subject areas.
- provide learning strategies and study skills to assist students in the regular curriculum.

## Course Content

ESL 3205 is a four-skills course designed to encourage students to become independent users of English. It maintains a balance between accuracy and fluency.

Upon successful completion of this course, students will be able to:

- read flexibly and critically
- read for a variety of purposes
- read unfamiliar, authentic texts at appropriate speed
- read for pleasure
- write for a variety of purposes and audiences
- write with an acceptable degree of fluency and accuracy
- listen in a variety of situations and speakers with a high degree of comprehension
- speak with an acceptable degree of accuracy and fluency in a variety of contexts
- use appropriate technologies to access information

## The ESL 3205 Learner

The ESL 3205 learner normally has received several years of intensive instruction in English as a second language, either in Canada or in the country of origin. He or she has mastered the basic and intermediate rules of English grammar, and uses basic and intermediate vocabulary with ease.

### Speaking and Listening

In terms of speaking, the 3205 student is able to express his/her basic needs and opinions with ease in informal situations. Everyday conversation provides few challenges; however, the student may have difficulty expressing him/herself in classroom settings and formal contexts, especially in extended discourse. His/her pronunciation is comprehensible to native speakers. The student is able to comprehend everyday oral language with ease, but may experience difficulty in extended, formal or academic contexts (e.g. lectures, documentaries).

### Reading and Writing

The ESL 3205 student is able to read authentic texts, but will have difficulty fully comprehending extended academic or formal language (e.g. textbooks, fiction). He or she is able to express him/herself in writing using intermediate-level vocabulary, but there will be errors in organization and text structure. He or she normally does not use advanced grammar (complex and compound sentences) consistently, and his/her writing shows evidence of errors in word choice and use as well as unfamiliarity with high-intermediate to advanced vocabulary.

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# Curriculum Outcomes

## Essential Graduation Learnings

The Essential Graduation Learnings (EGLs) describe student learning in terms of knowledge, skills and attitudes developed through the curriculum. They are considered essential for all students graduating from school. The EGLs are cross-curricular and curriculum in all subject areas is designed to enable students to achieve these learnings. The following comprise the EGLs. At high school completion:

- Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
- Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.
- Graduates will be able to use the listening, viewing, speaking, reading and written modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.
- Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.
- Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.
- Graduates will be able to use a wide variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.
- Graduates will be able to demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

The Essential Graduation Learnings are supported by curriculum outcomes. All subject areas contribute to the attainment of the Essential Graduation Learnings.

## General Curriculum Outcomes

The general curriculum outcomes for ESL 3205 are consistent with the framework provided by the document *Foundation for the Atlantic Canada English Arts Curriculum*

### Speaking and Listening

Students will be expected to:

- speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences;
- communicate information and ideas effectively and clearly, and to respond personally and critically;
- interact with sensitivity and respect, considering the situation, audience and purpose.

### Reading and Viewing

Students will be expected to:

- select, read and view with understanding a range of literature, information, media and visual arts;
- interpret, select and combine information using a variety of strategies, resources and technologies;
- respond personally to a range of texts;
- respond critically to a range of texts, applying their understanding of language, form and genre.

### Writing and Other Ways of Representing

Students will be expected to:

- use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination;
- create texts collaboratively and independently, using a variety of forms for a range of audiences;
- use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

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## Specific Curriculum Outcomes

The specific curriculum outcomes for ESL 3205 identify what students are expected to know and be able to do upon completion of the course. Unit and lesson planning should be balanced to provide a range of experiences addressing each outcome. Instructional practices should be designed to provide a variety of opportunities for students to achieve these outcomes. The specific curriculum outcomes encompass all language skills and are outlined in a two-page, four-column format.

General Curriculum Outcomes (GCO) are presented at the top of each two-page spread. Column one lists the Specific Curriculum Outcomes(SCO) supporting the GCO. The second column contains information on the types of teaching approaches and learning activities appropriate for the SCO. Suggestions for assessment are listed in column three. The final column presents additional resources supporting the SCO.

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>1.1 express their own ideas, learnings, perceptions and feelings in formal and informal discussion and presentation</p>	<p>1.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Provide opportunities for formal and informal discussion, such as small group discussions, pair work, formal presentations, spontaneous informal presentations and formal debates.</li> <li>- Teach linguistic skills and functions required for participating in such activities (e.g. turn-taking and interrupting strategies, appropriate vocabulary, grammar, expressing agreement and disagreement).</li> <li>- Teach background skills required for participation in such activities (e.g. oral presentation skills and debate structure).</li> <li>- Provide appropriate topics for discussion and presentation, taking into consideration students' interests and needs.</li> <li>- Display video samples or models of formats (e.g. oral presentations and formal debates).</li> <li>- Encourage participation of all members by assigning roles to group members (e.g. chairperson, secretary, "language police", devil's advocate) and provide opportunities for their preparation and practice.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students give an 8-10 minute presentation to the class on the topic of their choice, on the basis of research or background knowledge.</li> <li>- Present a short video on a controversial topic. Assign conflicting roles to the students and have them participate in small group discussion "in character".</li> <li>- Have students participate in a formal and/or informal debate.</li> </ul>

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

### Suggestions for Assessment

#### 1.1 a) *Observation*

- Have students prepare and present a formal oral presentation to the class on a topic of their choice. Use a checklist or rubric to evaluate the student's performance in terms of content and organization, clarity and style of presentation, pronunciation and comprehensibility (fluency), grammar, vocabulary and accuracy.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- prepare a presentation effectively (interesting choice of topic, adequate knowledge of subject)
- organize the presentation using clear discourse markers
- use presentation skills effectively
- use easily comprehensible, fluent and accurate pronunciation
- use high intermediate to advanced vocabulary and grammar adequately
- produce extended discourse (approximately 10 minutes)

#### 1.1 b) *Self-evaluation*

- Record student presentation and have students listen to their own presentation and evaluate it in terms of pronunciation and grammar (e.g. have students identify five errors in pronunciation and five grammatical errors). At the end of the tape have the student record their corrections. Listen to the recorded corrections and evaluate them in terms of ability to self-correct and quality of corrected version.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify errors in his/her own speech
- determine corrections
- improve pronunciation on identified elements
- improve grammar on identified elements

*(continued on next double page)*

### Notes/Vignettes

Suggested formats for formal presentations may be found in **Resource Lines 9/10** (p. 159) and in **Communicate!** (p. 252-257).

Suggestions on debate structures may be found in **Resource Lines 9/10** (p. 172) and in **Reference Points** (p. 219).

Formats and protocols for group discussion are presented in **Resource Lines 9/10** (p. 151) and in **Communicate!** (p. 266-276).

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

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**Outcomes**

*ESL 3205*

- 1.1 express their own ideas, learnings, perceptions and feelings in formal and informal discussion and presentation

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**Suggestions for Teaching and Learning**

*See page 6*



1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

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### Suggestions for Assessment

#### 1.1 c) *Peer Evaluation*

- Involve the audience in presentations by assigning to students the responsibility for evaluating them. Provide students with a grid to evaluate each presentation. The grid should be fairly strictly structured. For example, prepare a list of 10 questions focusing on elements to look for in the evaluation (e.g. Did the presenter speak for at least 8 minutes? Generally, could you understand the presenter? Did the presenter explain any new or difficult words? etc.). The presenter receives one point for each *yes* answer for a total score out of 10.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- receive a minimum of five *yes* responses

### Notes/Vignettes

Suggested formats for formal presentations may be found in **Resource Lines 9/10** (p. 159) and in **Communicate!** (p. 252-257).

Suggestions on debate structures may be found in **Resource Lines 9/10** (p. 172) and in **Reference Points** (p. 219).

Formats and protocols for group discussion are presented in **Resource Lines 9/10** (p. 151) and in **Communicate!** (p. 266-276).

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

**Outcomes**

*ESL 3205*

- 1.2 ask questions to acquire, interpret, analyze and evaluate ideas and information

**Suggestions for Teaching and Learning**

1.2 *Teaching Considerations*

- Teach/review question formation, especially polite and complex question forms.
- Provide sample topics for surveys and interviews and assist in arranging interviews as necessary.
- Teach/encourage active listening skills (e.g. expressing, listening, interest/comprehension, agreement/disagreement, requests for clarification).

*Learning Activities and Experiences*

- Have students interview an expert in a field, a professional, or a person of interest to them and summarize the interview for the class.
- Have students conduct surveys, drawing conclusions and presenting information orally to class.

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

### Suggestions for Assessment

#### 1.2 *Observation*

- Have students prepare a list of 20 questions based on a controversial topic they heard discussed on the news or in a document. Place students in small groups. Each student must lead a small group discussion based on the questions. Using a grid/checklist, evaluate students' ability to explain a topic to the group, to create insightful questions, to form questions accurately, to engage group members in discussion, to expand on members' contributions and to express his/her own ideas and opinions clearly to the group.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- choose a topic of interest and/or controversy
- create insightful open-ended questions
- use question forms accurately
- use expressions to encourage/invite group members to speak
- express opinions/ideas using accurate intermediate to advanced grammar and advanced/specialized vocabulary

### Notes/Vignettes

Suggestions on how to conduct interviews can be found on **Resource Lines 9/10** (p.155-158), and in **Reference Points** (p.10-15)

Suggestions on organizing effective group discussion can be found in **Resource Lines 9/10** (p.151-155) and in **Communicate!** (p.266-276).

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>1.3 listen to authentic texts for general meaning</p>	<p>1.3 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Select authentic audio and video texts appropriate to the class.</li> <li>- Teach linguistic elements necessary for comprehension of authentic texts (advanced grammar, vocabulary, pronunciation).</li> <li>- Prepare questions and activities focusing on the main idea.</li> <li>- Teach notetaking skills (outlining, use of standard forms of abbreviation).</li> <li>- Preview comprehension questions and preteach key words. Identify problematic, unfamiliar language and preteach it. Focus on familiar language structures and vocabulary used in listening.</li> <li>- Provide opportunities for multiple listenings and replay.</li> <li>- Teach listening skills (predicting, text/lecture structure).</li> <li>- Expose students to a variety of accents.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students view video documentaries, take notes and answer general content questions.</li> <li>- Provide students with tape recordings of a radio documentary. Have them listen and write an outline capturing the main ideas of the documentary.</li> <li>- Have students identify only main ideas mentioned from a list containing both main ideas and details covered in the recording, as well as ideas not mentioned in the recording (decoys).</li> </ul>
<p>1.4 listen to authentic texts for specific information</p>	<p>1.4 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Select authentic audio and video texts containing specific information about a topic.</li> <li>- Prepare activities/questions focusing on specific information (see below) (i.e. from a list check details discussed, identifying the order in which details are mentioned; outlining, noting specific information such as dates and numbers).</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Present students with a video documentary or news report. Have them check off details mentioned in the video from a list containing details actually mentioned in the video and “decoy” details as well.</li> <li>- From a list of details mentioned in a video text, have students number them in the order in which they are presented.</li> </ul>

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

### Suggestions for Assessment

#### 1.3 & 1.4 *Task*

- Have students listen to a recorded authentic academic lecture on a controversial subject and prepare an outline of the lecture, correctly identifying main ideas and details and relationships between the two.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- listen to extended discourse (approximately 20 minutes)
- understand authentic language of a formal nature
- identify main ideas and details
- use language clues to identify the structure of a lecture (e.g. changes in topic, introduction of new ideas)
- comprehend advanced/academic vocabulary or deduce meaning of unfamiliar vocabulary from context
- write complete notes following an outline format
- understand normal rates of speech

### Notes/Vignettes

For further information on note-taking strategies, see **Reference Points** (p. 21-25), **Communicate!** (p.265) and **Resource Lines** (p.142).

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

**Outcomes***ESL 3205*

- 1.5 listen to make inferences, analyze and evaluate ideas and information, and draw conclusions to formulate ideas

**Suggestions for Teaching and Learning***1.5 Teaching Considerations*

- Prepare questions focusing on identifying inferences (e.g. identifying information implied but not explicitly stated).
- Teach linguistic cues which introduce opinions and express tone, variations in intonation, and word choice (i.e. phrases such: as I believe, in my opinion, it seems to me).
- Provide students with multiple listening opportunities where they distinguish between facts and opinions.

*Learning Activities and Experiences*

- Present two or three audio or video texts on the same subject and have students synthesize the information to formulate their own opinions to be presented orally.
- Have students use information from listening texts to formulate ideas for debates, small group discussion, panel discussions and formal presentations.
- Have students listen to an interview with a person arguing for or against a position. Then have students prepare an oral presentation responding to the person (i.e. presenting the opposing viewpoint).
- Present audio samples of speakers expressing a variety of opinions on a single topic and have students identify the mood and attitudes of the speakers.
- Present a speech or deliver a presentation and have students identify from a list which statements are fact and which opinion.

1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.

### Suggestions for Assessment

1.5 a) *Task*

- Have students listen to an authentic audio or video documentary on a controversial topic. From a list, identify which inferences or conclusions can be made based on the text and which are false.

*Performance Criteria*

The ESL 3205 student should be able to:

- correctly identify all clear inferences and conclusions
- correctly identify most subtle inferences and conclusions
- use language cues to understand implied meanings (intonation, stress, rhythm, idiomatic expressions, range of vocabulary)
- understand normal rate of speech and natural accents of anglophone speakers

1.5 b) *Task*

- Use information from a video documentary to formulate and present own ideas/opinions on a topic in oral presentation, group or panel discussion, or written format.

*Performance Criteria*

The ESL 3205 student should be able to:

- express agreement or disagreement with information presented
- comprehend authentic language (normal rate, natural pronunciation/accent)
- comprehend advanced grammar/vocabulary

### Notes/Vignettes

For further information on video documentaries see **Reference Points** (p.171).

For information on the viewing process see **Resource Lines 9/10** (p.187-191).

2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>2.1 present information and ideas clearly, logically, concisely and accurately for a variety of audiences</p>	<p>2.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach a range of advanced vocabulary and grammar necessary for clear and effective presentation of ideas.</li> <li>- Teach strategies for organizing discourse information, i.e. from general to specific, text organization, use of sequence markers (first, second, finally), and logical sequencing of ideas.</li> <li>- Teach strategies for creating coherence and cohesion, e.g. discourse grammar (logical connectors, article use, pronoun use, etc.).</li> <li>- Teach phonology (e.g. pronunciation of individual sounds, word and sentence level stress, linking) and correct students' pronunciation to ensure that it is comprehensible and understandable by others.</li> <li>- Discuss sensitivity to the target audience and the formats and characteristics of formal and informal discussions/ presentations.</li> <li>- Provide opportunities for multiple practice and effective feedback.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Provide students with suggested topics for impromptu speeches. Students select a topic and must give a two-minute spontaneous presentation to a small group.</li> <li>- Develop jigsaw activities in which each student is responsible for presenting part of the information to be used later in another whole group activity.</li> </ul>



2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

### Suggestions for Assessment

#### 2.1 *Observation/Task*

- Have a student read a text and summarize it orally for a partner. The partner must then write a summary of the text based on the information. Evaluate the student using a checklist focusing on clarity and completeness of information presented, including accuracy and fluency in language and pronunciation. To evaluate successful transfer of information, evaluate the partner's written summary for content.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- distinguish between main ideas and details and determine which to include in a summary.
- convey a message using accurate, specialized vocabulary and complex grammar.
- recognize and respond appropriately to listener's cues (regarding degree of comprehension) and use linguistic elements (e.g. idiomatic expressions, vocabulary) to restate, explain, and expand as necessary (e.g. "in other words", "that is").

### Notes/Vignettes

For further information on grammar see **Resource Lines**, Chapter 7.

For further information on note-taking see **Reference Points** (p.21-25), **Communicate!** (p.265), and **Resource Lines** (p.142).

For further information on vocabulary see **Communicate!** (p.98).

2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

**Outcomes**

*ESL 3205*

- 2.2 listen to make inferences, analyze and evaluate ideas and information, and draw conclusions to formulate responses

**Suggestions for Teaching and Learning**

*2.2 Teaching Considerations*

- Prepare questions focusing on identifying inferences.
- Teach linguistic cues which introduce opinions and express tone (e.g. variations in intonation and word choice, and phrases such as “I believe”, “in my opinion”, “it seems to me”).
- Provide students with multiple listening opportunities where they respond personally to material heard, (e.g. pair/small group discussion, whole class discussion, and spontaneous presentations to the class).
- Present students with examples of bias and faulty reasoning in audio and video presentations (e.g. advertising and political speeches), and have them identify bias.

*Learning Activities and Experiences*

- Have students use information from listening texts to prepare for debates, panel discussions, small group discussions, or formal presentations.
- Present students with samples of audio/video advertising and have them identify faulty reasoning (e.g. red herrings, non sequiturs, begging the question, deliberate ambiguity).

2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

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**Suggestions for Assessment****2.2 Task**

- Have students view an extended authentic video documentary on a formal topic and write a reaction paper commenting on the contents. Evaluate the paper based on the accuracy of the content and the insight of the response presented.

*Performance Criteria*

The ESL 3205 student should be able to:

- comprehend the main ideas and most details of an extended, authentic, and formal video documentary.

**Notes/Vignettes**

For elements of faulty reasoning see **Handbook for Writers** and **Reference Points** (p.216-218).

2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>2.3 summarize, interpret and evaluate information for effective presentation in formal language</p>	<p>2.3 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach and practise use of formal language by having students identify registers and prepare different versions of the same material for a range of audiences.</li> <li>- Teach the grammar and vocabulary commonly used in formal or academic situations (sequence markers, logical connectors).</li> <li>- Have students prepare summaries, comparisons/contrasts of texts and syntheses of information based on authentic oral texts.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students take notes on authentic oral texts.</li> <li>- Present samples of extended discourse and reconstitute the passages from notes in point form.</li> <li>- Divide the class into pairs. Have each member of a pair watch one half of a video on a topic and have them share the information with their partner to reconstitute the entire text.</li> <li>- In pairs, have each partner listen to a news report from a different news program. Partners compare the material heard and videotape their own news report, based on the information heard.</li> </ul>

2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

### Suggestions for Assessment

#### 2.3 *Task/Student-Teacher Conference*

- Have students listen to two news reports on the same topic (one Canadian and one American, for example). Give students 5 - 10 minutes to prepare a short (e.g. three-minute) presentation to the teacher comparing and contrasting the reports on the basis of content, tone, focus, and style. Use a checklist/rubric to evaluate students in terms of accuracy and insight of comparison/contrast, clarity of presentation, and effective use of language.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify differences in content, tone, focus and style
- understand the main ideas and most of the details in authentic news reports
- understand most grammar and vocabulary presented in authentic news reports
- use high-intermediate to advanced vocabulary and grammar to present ideas
- use accurate and fluent pronunciation
- organize presentations in a logical manner
- use sequence and discourse markers to organize presentations

### Notes/Vignettes

For further information on effective listening see **Resource Lines 9/10** (p.141-143) and **Communicate!** (p.261-265).

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>3.1 listen to make inferences regarding a speaker's purpose and message</p>	<p>3.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Introduce students to possible purposes of discourse: to persuade/argue, to explain, to describe, to narrate, to compare and to contrast, providing samples of each.</li> <li>- Prepare questions/activities which focus on identifying inferences.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Play audio texts of different types (e.g. narrative, descriptive, persuasive, etc.) and have students identify the purpose.</li> <li>- Present students with an audio/video text and answer questions focusing on inferences.</li> </ul>
<p>3.2 identify the degree of formality of a given communication situation, its intended audience and purpose</p>	<p>3.2 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach language that renders discourse formal (e.g. advanced grammar, complex sentence structure, academic vocabulary). Have students identify these elements in authentic unseen oral texts (e.g. a documentary, a taped lecture, a formal presentation).</li> <li>- Introduce students to a range of possible audiences (i.e. peers, authority figures such as employers and teachers).</li> <li>- Present audio/video text samples of different types of communication situations and discuss the degree of formality of each. Have students identify the audience of these authentic texts.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Play tapes of a variety of speakers ( a commencement address, political speeches, dialogues, telephone conversations), and have students identify the audience and purpose of each.</li> <li>- Play tapes of dialogues among a variety of speakers and have students identify the situation and the relationship between the speakers as formal (speaking to strangers, teachers, employers) or informal (speaking to friends, family and classmates).</li> </ul>

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

### Suggestions for Assessment

#### 3.1 *Task*

- Have students listen to a sampling of brief radio interviews of different types (a complaint, a political speech, a promotional spot, a documentary). Without providing any background information, have students identify who the speaker might be, to whom they are talking, about what and why, replaying if necessary. Evaluate the student according to the accuracy with which situations are identified.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify the general situation of most samples (perhaps missing some of the details)
- understand most of the general messages
- support choices by identifying specific utterances of the speaker

#### 3.2 *Task*

- Have students listen to brief dialogues (authentic or prepared for ESL learners) between individuals and identify the relationship between the speakers and the formality of the situation. Evaluate the student according to the accuracy with which relationships and level of formality are identified.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify most relationships/situations
- understand almost all grammar and vocabulary used in prepared texts and most used in authentic texts

### Notes/Vignettes

For further information on interviews see **Resource Lines 9/10** (p.155-158).

For further information on radio broadcast interviews see **Reference Points** (p.251-255).

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

## Outcomes

*ESL 3205*

- 3.3 use appropriate communicative techniques in formal and informal language situations

## Suggestions for Teaching and Learning

### 3.3 *Teaching Considerations*

- Teach appropriate strategies for effective communication (e.g. turn-taking, interrupting, requesting clarification, providing explanation/clarification).
- Teach linguistic elements appropriate in formal situations, such as advanced grammar/vocabulary and comprehensible phonology, ( pronunciation of individual sounds, word and sentence level stress and linking).
- Provide opportunities for practice using these elements for a range of audiences.

### *Learning Activities and Experiences*

- Provide sample situations ( speaking to strangers, teachers, friends and family), and have students role play each situation.
- Divide the class into pairs. Provide a sample situation for each pair of students and have the students perform the same conversation for a variety of audiences (e.g. asking information of and/or giving directions to a friend, a stranger or a person in authority).
- Have students perform authentic formal tasks (interview a school employee or member of the business community) and informal tasks (survey classmates).



3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

### Suggestions for Assessment

#### 3.3 *Task/Observation*

- Working with a partner, have students role-play a single task (e.g. give a presentation three times, changing the situation each time (e.g. a presentation to a small group with whom the presenter is friendly, presentation in front of a large class made up mainly of strangers, a presentation to a large group at a fair/conference). Evaluate on the basis of the students' ability to alter vocabulary/expressions, grammar, and tone according to the formality of the situation.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- increase range of vocabulary/expressions and grammar according to the formality of situation
- recognize the formality of the situation and the need for a change of register
- recognize informal language which is inappropriate in formal situations

### Notes/Vignettes

For further information on interviews see **Resource Lines 9/10** (p.155-158).

4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>4.1 identify various types of texts</p>	<p>4.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Introduce students to various text types (e.g. persuasive, argumentative, descriptive, narrative and expository), and teach the defining characteristics of each.</li> <li>- Provide samples of a range of text types and teach students to recognize the characteristics of each text type.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students list the main characteristics of different text types (persuasive, expository, narrative, descriptive, comparative and argumentative).</li> <li>- Provide students with samples of a range of text types and have them classify the samples according to type.</li> </ul>
<p>4.2 locate and select authentic texts appropriate to their learning needs, range of special interests and task at hand</p>	<p>4.2 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Assign tasks for which background research is required (eg. formal oral presentation, essay writing, research paper writing)</li> <li>- Teach students to read texts quickly to determine general topic, purpose, audience and message.</li> <li>- Encourage students to read for pleasure or information.</li> <li>- Familiarize students with the school resource centre and computer facilities in order to find information in print, on the Internet, and on various CD Rom programs on a given topic.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Take students to the school resource centre and teach them how to find text-based materials and conduct effective Internet searches.</li> <li>- Have students find five resources (print and/or electronic) appropriate to a particular assignment or task (eg. writing an essay or research paper on a particular topic).</li> <li>- Have students read a selection of articles on the same topic which differ in length, audience, purpose or organization and determine which would be appropriate for a particular task (e-mailing a friend, writing a text for the school newspaper, writing a term paper).</li> </ul>

4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

### Suggestions for Assessment

#### 4.1 *Task/Observation*

- Provide a sample of five different types of text and have students identify what type of text it is, justifying their choice. Evaluate accuracy of identification.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify most samples
- list at least one major defining characteristic of each sample

#### 4.2 *Task/Observation*

- Assign students a sample task and have them go to the resource centre to find five sources which could be used to complete the task. Evaluate the selected references based on appropriateness of choice.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- use the resource centre effectively
- conduct effective Internet searches

### Notes/Vignettes

For characteristics of text types, see **Resource Lines 9/10** (p. 93-134) and **Communicate!** (p.163-171).

4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

## Outcomes

*ESL 3205*

- 4.3 read extended authentic texts for comprehension, including making inferences and drawing conclusions

## Suggestions for Teaching and Learning

### 4.3 *Teaching Considerations*

- Teach advanced grammar and vocabulary appearing in a range of texts.
- Prepare questions focusing on identifying inferences.
- Teach linguistic cues which introduce opinions and express tone (e.g. word choice, and phrases such as “I believe”, “in my opinion”, “it seems to me”).
- Provide students with texts in which they distinguish between fact and opinion.
- Present students with examples of bias and faulty reasoning in written texts (i.e. letters to the editor and advertising copy).
- Provide ample opportunities for extended reading.

### *Learning Activities and Experiences*

- Have students read and view extended texts and use appropriate note-taking conventions such as symbols, abbreviations, reduced forms and word omissions.
- Have students summarize/paraphrase passages.
- Have students read two texts giving opposing opinions on the same topic and have them compare/contrast the arguments provided.
- Present students with a list of inferences on a text, some valid and some invalid. Have students identify those that are valid, and the language which conveys the inference.
- Have students read two texts giving opposing opinions on the same topic and evaluate the validity of the argument made in each. Then have the students formulate their own opinion on the topic, which can be presented in oral or written form (eg. debate, essay).
- Provide students with a list of statements on a text they have read and have them classify those statements as fact or opinion.

4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

### Suggestions for Assessment

#### 4.3 *Task/Observation*

- Using three authentic sources on a controversial topic, have students formulate, present and support their opinion on the topic in oral or written form. Evaluate the student's ability to synthesize information from the different texts, understand the implications of the ideas/arguments presented, judge the validity of the arguments, accept or refute ideas/arguments and make conclusions.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- understand most of the main ideas and arguments presented in the texts
- comprehend similarities and differences between ideas and arguments presented
- recognize which ideas or arguments are valid and/or defensible and those which are based on faulty logic
- make connections between ideas and arguments presented in different texts

### Notes/Vignettes

For further information on note-taking strategies, see **Reference Points** (p. 21-25).

For further information on faulty reasoning see **Reference Points** (p.216-218) and **Resource Lines 9/10** (p.94-95).

4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>4.4 independently, use strategies to aid comprehension (prediction, rereading, dictionary use) to determine the meaning of unfamiliar words from context</p>	<p>4.4 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Review with students how English-English dictionaries are organized, what information is provided therein and how to locate such information. Provide students with ample opportunities to practise dictionary use.</li> <li>- Have students predict information in a passage.</li> <li>- Encourage students to reread parts of a text that have not been understood.</li> <li>- Provide ample samples of unknown words, the definition of which can be deduced from the surrounding sentences, for practice in guessing meaning from text.</li> <li>- Demonstrate the use of the above techniques on a text with which the students are already familiar.</li> <li>- Provide students with opportunities to read a text with a partner and discuss differences in interpretation and comprehension.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students make a list of predictions based on tables, subheadings, graphics and illustrations.</li> <li>- Have students predict answers to comprehension questions prior to reading.</li> <li>- Have students reread challenging passages and compare interpretations with a partner.</li> <li>- Have students identify words appropriate for dictionary use (those which recur or otherwise hinder comprehension).</li> </ul>
<p>4.5 skim for the main idea in a passage</p>	<p>4.5 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach definition of skimming and provide opportunities to practice skimming texts.</li> <li>- Demonstrate the elements necessary to locate the main idea of a given text (topic sentence/thesis statement, essay/paragraph structure, key word repetitions, concluding sentence).</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students read a variety of texts under a time limit and match titles to texts.</li> </ul>

4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

### Suggestions for Assessment

#### 4.4 a) *Task*

- Give the students the titles and subheadings of a text. Smudge or conceal the text partially under all or selected headings and subheadings, and have students write predictions as to the information contained in each section. Evaluate the students based on the logic of their predictions.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- use words in the heading/subheadings as well as their background knowledge to make reasonable, defensible predictions about the content of the text

#### 4.4 b) *Task*

- Give the students a text which is slightly beyond their comprehension level. Identify five to ten words in the text that will be new to the students. Have the students read the text to determine which of the words should be looked up in the dictionary and, using a dictionary, find likely meanings of those words. Have them also identify which words can be decoded from context and deduce the meaning of those words.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- use a dictionary effectively to correctly identify the meaning of most words
- make reasonable deductions about the meanings of words based on the context

#### 4.5 *Task*

- Give students several minutes to skim an article from a current affairs magazine to determine the topic and main points. Evaluate according to how accurately the students identify those main points.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- correctly identify the topic, and main points raised in the text.

### Notes/Vignettes

For information on skimming see **Resource Lines 9/10** (p.20 and p.291-297).

For information on predicting see **Resource Lines 9/10** (p.20-25).

For information on information processing see **Resource Lines 9/10** (p.291-297).

4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>4.6 scan to locate specific information</p>	<p>4.6 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach a definition of scanning and provide opportunities to scan texts (e.g. locate specific names, dates, numbers).</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Give students a text containing dates, numbers and names. Give students a strict time limit to answer five questions targeting those details.</li> </ul>
<p>4.7 differentiate between main and supporting ideas</p>	<p>4.7 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Model identifying main ideas and details of a complex, academic or formal authentic text.</li> <li>- Have students practise identifying the main idea and details of a complex, academic or formal text.</li> <li>- Teach outlining skills.</li> <li>- Demonstrate the elements necessary to locate the main idea of a given text (topic sentence/thesis statement, essay/paragraph structure, key word repetitions, concluding sentence).</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students read and make an outline of a text.</li> <li>- Have students categorize a list of ideas from a text as main or supporting ideas.</li> </ul>



4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

### Suggestions for Assessment

#### 4.6 *Task*

- Provide the students with a selection of short texts (e.g. a selection of newspaper articles). Give students a list of specific facts mentioned in the articles (e.g. dates, durations, times, statistics, names) and in a short period of time (several minutes) have students find as many answers as they can. Evaluate according to the number of correct answers.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- locate most or almost all of the required information

#### 4.7 *Task*

- Have students read an extended, authentic, informative text on a subject and prepare an outline for the text. Evaluate according to completeness and accuracy of notes.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify all main ideas of text
- identify most supporting ideas of text
- identify and clearly represent relationships between main and supporting ideas
- use outline format/conventions correctly

### Notes/Vignettes

For information on scanning, see **Resource Lines 9/10** (p.20, p.257, and p.291).

For information on outlining, see **Resource Lines 9/10** (p.80 and p.298).

5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>5.1 research specific information from a variety of sources</p>	<p>5.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach the concept of primary and secondary sources.</li> <li>- Introduce students to the organization system of libraries and effective Internet research techniques.</li> <li>- Have students practise finding different text sources on a single topic (e.g. magazine article, book, Internet article).</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students find five resources that would be appropriate for an assigned task (e.g. essay writing, research paper, debating).</li> </ul>
<p>5.2 select relevant information from resources</p>	<p>5.2 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach the criteria required to identify appropriate sources (identity of the author, publisher, date of publication, degree of objectivity).</li> <li>- Teach students how to choose appropriate topics (e.g. of manageable scope, inoffensive to others, appropriate to text type).</li> <li>- Teach students linguistic clues that indicate bias (e.g. inflammatory or sexist language, logical fallacies in argumentation).</li> <li>- Have students skim/scan texts to locate information related to a topic.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Given a text covering a wide range of information on a topic, have students identify sections of the text that would be appropriate for a particular task.</li> </ul>

5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

### Suggestions for Assessment

#### 5.1 *Task*

- Assign an annotated bibliography. Assign the students a research topic and have them locate five sources on the topic, each in a different format (e.g. primary, secondary, periodical, book, Internet, electronic) and write a brief synopsis of each source. Evaluate according to the appropriateness of sources selected, and the completeness, accuracy and clarity of synopses.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- locate a variety of sources, using available support effectively
- accurately identify main ideas of sources
- correctly determine relevancy of sources

#### 5.2 *Task*

- Give the class a set of five articles presenting differing views on a single topic. Assign a topic (half the students could argue for the issue and half against) and have the students identify the papers which argue for their assigned side and the particular sections of the articles that contain information best supporting their topic. Evaluate the student according to the accuracy with which they identify relevant parts of the texts.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify a selection of relevant sections, sufficient to support topic.

### Notes/Vignettes

For information on research processes, see **Resource Lines 9/10** (p.282-306).

For information on searching the Internet, see **Resource Lines 9/10** (p.294).

For further information on research, see **Communicate!**, Chapter 7 (p.161-181) and **Reference Points** (p.87-102).

5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>5.3 summarize, analyze and synthesize the chosen information</p>	<p>5.3 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Provide opportunities for students to analyze the selected information (i.e. categorize and classify, compare and contrast, sort and prioritize, associate or relate information)</li> <li>- Teach summary preparation (e.g. length, selection of ideas, structure)</li> <li>- Teach elements of synthesis writing (e.g. compiling, combining information from a variety of sources related to a given question).</li> <li>- Assign students tasks requiring comparing, contrasting, summarizing, paraphrasing and synthesizing information from texts.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students summarize extended passages of between 500 and 1000 words.</li> <li>- Have students paraphrase short passages of between 150 and 300 words.</li> <li>- Have students synthesize information from a minimum of two articles on a particular topic.</li> </ul>
<p>5.4 effectively use a variety of reference materials (dictionary, thesaurus, grammar texts) without undue reliance on them</p>	<p>5.4 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Review with students how to use an English dictionary, a thesaurus, and grammar books, and provide opportunities for practice.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students use a dictionary to find part of speech, pronunciation and the meaning(s) of a word.</li> <li>- Have students use a thesaurus to list five possible synonyms or antonyms for a given word.</li> </ul>

5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

### Suggestions for Assessment

#### 5.3 Task

- Give students three texts on a single topic and have students write a synthesis of the information presented. Evaluate according to completeness of ideas and identification of relationships among ideas presented in different articles.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- clearly identify relationships among ideas in different texts
- comprehend all main ideas of texts

#### 5.4 Task

- Give students a list of sentences containing tasks to perform using reference books. For example, underline an unknown word (a slightly obscure meaning of the word should be represented in the sentence) and have students use a dictionary to define the word; underline a word in context and have students use a thesaurus to rewrite the sentence using a synonym for the word; underline a word in context and have students use a thesaurus to identify an antonym for the word; have students use a thesaurus to rewrite a sentence in which the same word has been repeated several times; underline difficult/advanced errors in grammar, spelling and punctuation and, using a dictionary, thesaurus or grammar book, have the student correct the error and identify the page number on which the relevant information was found. Evaluate according to the student's ability to locate information and correct errors or complete task.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- use resources effectively
- correct most errors and/or complete most tasks

### Notes/Vignettes

See **Handbook for Writers** for tips on paraphrasing.

For information on paraphrasing and plagiarism, see **Communicate!** (p.81-82).

For information on summarizing, see **Resource Lines 9/10** (p.24-25 and p.70).

## 6. Students will be expected to respond personally to a range of texts.

<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p><i>ESL 3205</i></p> <p>6.1 comprehend and evaluate information and ideas from a variety of authentic texts</p>	<p>6.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach and provide opportunities for practice of the skills necessary to evaluate a text ( drawing conclusions, reflecting, making inferences, critiquing/criticizing, rating/ranking, appraising, making connections).</li> <li>- Teach linguistic skills (advanced grammar, vocabulary) necessary to comprehend authentic texts.</li> <li>- Assign tasks requiring the use of a variety of texts.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- From a checklist of options, have students select conclusions which can be drawn based on the information in a particular text and identify language which conveys the messages selected.</li> </ul>
<p>6.2 identify significant characteristics of a variety of texts and genres (i.e. style of text, purpose, audience)</p>	<p>6.2 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Provide clear definitions, along with examples from a variety of texts of significant characteristics associated with various text types.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Given samples of argumentative, narrative, expository, and descriptive texts, and have students classify them according to text type. Have students justify their choices.</li> <li>- Have students identify the purpose and audience in a selection of text types, justifying their choices.</li> </ul>
<p>6.3 formulate and express ideas and opinions clearly and effectively</p>	<p>6.3 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach grammar, vocabulary and functions required for formulating and expressing ideas and opinions (i.e. high-intermediate to advanced grammar and vocabulary, expressions introducing opinion)</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students write a journal entry responding to an article or story read in class.</li> <li>- Have students write a reaction paper to an article read in class.</li> </ul>

## 6. Students will be expected to respond personally to a range of texts.

### Suggestions for Assessment

#### 6.1 *Test*

- Have students complete comprehension questions based on an extended, authentic text. Evaluate according to accuracy, completeness and insight of responses.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- correctly answer all questions on main ideas
- correctly answer most questions on details
- correctly answer most questions requiring inference, analysis, and reflection

#### 6.2 *Task*

- Give students five samples of student essays and have them classify each according to text type (argumentative, expository, descriptive, comparison/contrast, narrative) giving a justification for each choice. Evaluate according to student's ability to correctly identify text type.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- correctly identify all clear examples of text type
- correctly identify most complex/challenging examples

#### 6.3 *Task*

- Write an opinion essay presenting the student's view on an assigned topic. Evaluate according to text organization, clarity of presentation, quality of ideas and language use (grammar, vocabulary, spelling and punctuation).

#### *Performance Criteria*

The ESL 3205 student should be able to:

- write a clear, logical and well-organized essay of approximately 400 words
- use correct and appropriate advanced grammar, vocabulary and punctuation

### Notes/Vignettes

For further information on journal entries, see **Resource Lines 9/10** (p.5-6).

**Reference Points** (p.105-106) and **Communicate!** (p.56).

For further information on:

- argumentative writing, see **Resource Lines 9/10** (p.93-95).
- narrative writing, see **Resource Lines 9/10** (p.103-108).
- expository writing see **Resource Lines 9/10** (p.101 and p.111)
- descriptive writing, see **Resource Lines 9/10** (p.99-111).

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>7.1 comprehend, evaluate and critically reflect on information and ideas from a variety of texts</p>	<p>7.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Provide ample exposure to academic or formal information presented through a variety of formats (i.e. audio, video, print)</li> <li>- Model questioning while reading and encourage students to do same.</li> <li>- Assign tasks such as critiques, comparison, appraisals, ranking and consensus.</li> <li>- Assign tasks requiring students to make connections between their own background knowledge/personal experience and text context.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students compare information presented in two formats on the same subject.</li> <li>- Have students undertake consensus activities and ranking activities.</li> <li>- Have students in pairs discuss the information presented in a text with one person playing devil's advocate.</li> </ul>
<p>7.2 identify significant characteristics of a variety of texts and genres (i.e. style of text, purpose, audience)</p>	<p>7.2 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Provide clear definitions, along with examples from a variety of texts of significant characteristics associated with various text types.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Given samples of argumentative, narrative, expository, and descriptive texts and have students classify them according to type. Have students justify their choices.</li> <li>- Have students identify the purpose and audience in a selection of text types, justifying their choices.</li> </ul>



7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

### Suggestions for Assessment

#### 7.1 *Observation*

- Give each student three authentic articles on a single topic. (Two sets of (three) articles should be prepared. Half the class should receive Set A and the other half should receive Set B.) In pairs, Student A must summarize the articles for Student B. Then A must give a short oral presentation presenting his/her opinion on the topic, using information and/or examples from the text to defend/justify his/her position. Evaluate according to the clarity of the presentation, accuracy of the summary and logic of the opinion presented.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- comprehend all main ideas presented in the articles
- formulate a clear, logical and coherent opinion related to the topic

#### 7.2 *Task*

- Present students with samples of a variety of texts (newspaper article, magazine article, letter to editor, press release, advertisement, Internet article, book chapter) and have students identify the probable audience and purpose of each, justifying their choices. Evaluate according to accuracy of categorization.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- accurately identify audiences and purposes for most texts
- make and justify reasonable guesses for all texts

### Notes/Vignettes

For further information on audience and purpose see **Resource Lines 9/10** (p.183-194) and **Communicate!** (p.259 and p.273).

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>7.3 formulate effective critical responses to texts</p>	<p>7.3 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach grammar, vocabulary and functions required for formulating and expressing ideas and opinions (i.e. high-intermediate to advanced grammar and vocabulary, expressions introducing opinion)</li> <li>- Teach text organization strategies (general to specific, specific to general, temporal, cause and effect) and linguistic cues associated with these strategies (sequence markers, logical connectors)</li> <li>- Make students aware of logical fallacies in arguments and teach strategies to overcome these errors in argumentation.</li> <li>- Assist students in identifying faulty argumentation, logical fallacies and unclear organization or presentation of ideas in own and peer writing.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students write a review of a book, article or Web site.</li> <li>- Have students present same information in a variety of formats (e.g. general to specific, specific to general).</li> <li>- Have students prepare/present responses arguing for both sides of a controversial issue.</li> </ul>
<p>7.4 use knowledge of English (sentence grammar, vocabulary, cohesive devices, discourse grammar) to comprehend, interpret and make inferences from a variety of texts</p>	<p>7.4 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach linguistic elements such as text organization, linguistic cues (associated with text organization) and grammar and vocabulary.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Assign grammar activities in context</li> <li>- Assign activities which focus on form</li> <li>- Provide students with complex and compound sentences and have them practise interpreting them.</li> </ul>

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

### Suggestions for Assessment

#### 7.3 Task

- Have students write review of an article or book they have read. Evaluate according to justification of criticism/praise, quality and organization of ideas, formality of tone, and quality of language.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify objective and reasonable strengths and weaknesses of text
- present responses in a clear and organized manner
- provide adequate support for comments
- use advanced grammar and vocabulary effectively

#### 7.4 Test

- Provide students with a list of difficult sentences and paragraphs using advanced grammar and complex sentence structure, formal and academic language. From a list of options, have students select the correct interpretation of the sentence. Evaluate according to the number correct.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- use complex and compound sentences and other elements of advanced grammar correctly and appropriately
- recognize and correct all or almost all errors in basic grammar, most errors in intermediate grammar and many errors in advanced grammar

### Notes/Vignettes

For further information on writing reviews see **Resource Lines 9/10** (p.70) and **Reference Points** (p.81-83 and p.268-270).

For information on faulty reasoning see **Resource Lines 9/10** p.94-95) and **Reference Points** (p.216-218).

8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>8.1 use the process approach to writing focusing on prewriting, drafting and revising</p>	<p>8.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Provide ample opportunities for prewriting (i.e. outlining, brainstorming, mapping or webbing, free writing)</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students prepare at least three drafts of each piece of writing, revising both content and language on each draft.</li> </ul>
<p>8.2 use language to express ideas clearly and correctly</p>	<p>8.2 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach students the language skills (grammar, vocabulary, cohesive devices) necessary for editing.</li> <li>- Encourage students to use reference materials for support.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students present/write on both sides of an issue.</li> <li>- Provide ample opportunities for peer and self editing.</li> </ul>

8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.

### Suggestions for Assessment

#### 8.1 & 8.2 *Peer-evaluation/self-evaluation/teacher-student conferencetask*

- Have students write a narrative essay based on a childhood memory. Begin by having students brainstorm vivid or appropriate memories. Working with a group, have the student select the best memory on which to base the narrative. Have the student brainstorm all the sights, sounds, smells, tastes, tactile responses, events, and feelings surrounding that incident and organize and edit his/her notes to write a first draft of the essay. Share the first draft of the essay with a partner who, using a guiding list of questions, identifies strengths and weaknesses in the essay (e.g. use of images, clarity of story, coherence of story, significance of incident) and makes suggestions for improvement on the second draft. Based on the peer's comments and the student's own ideas, have students write and submit a second draft. Read/review the second draft with the student, making suggestions about content, style and language. Based on the teacher's comments and the student's own ideas, have the student write and submit a third draft. Evaluate the third draft on the basis of choice of topic, quality of imagery and content, and language use.
- In groups, have students prepare and record a video documentary on a topic of interest to them. This can involve filming in the community or school and may require editing facilities. These can be presented to peers in the form of a film festival which can be evaluated by a panel of invited guests or by peers, on the basis of choice of topic, degree of preparation required, quality of information presented, clarity, appropriateness and accuracy of language.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- select an engaging topic and present it in an interesting, effective manner
- convey the significance of the incident to the reader
- use advanced grammar, vocabulary and punctuation appropriately and effectively
- structure the text in a clear, well-organized manner, using discourse/sequence markers effectively.

### Notes/Vignettes

For further information on Webbing, see **Resource Lines 9/10** (p.285).

For further information on outlining see **Resource Lines 9/10** (p.80 and p.298), **Reference Points** (p.91-92 and p.322) and **Communicate!** (p.60).

For further information on the narrative essay, see **Resource Lines 9/10** (p.111) and **Reference Points** (p.119-121 and p.128).

**9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.**

<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p><i>ESL 3205</i></p> <p>9.1 use clear and accurate language and style appropriate to a particular audience (i.e. formal and informal)</p>	<p>9.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach language necessary for clear and accurate presentation of information (e.g. advanced grammar, vocabulary).</li> <li>- Teach students to identify and use stylistic elements associated with formal and/or academic texts (advanced grammar, such as relative clauses, passives, logical connectors; advanced vocabulary) and recognize contexts in which these elements are appropriate.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Provide students with opportunities to create a text for a given audience and have them adapt that text for a different audience (i.e. peer audience versus authority audience)</li> </ul>
<p>9.2 demonstrate skills required for both independent and collaborative work (i.e. respect for others' ideas, ability to share, ability to work independently)</p>	<p>9.2 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Assign cooperative learning tasks</li> <li>- Encourage students to have respect for others' ideas and to share their own work</li> <li>- Assign tasks requiring the appraisal, comparison, critique, and defence of one's own and others' ideas.</li> <li>- Model/teach good time management techniques as they apply to both independent and group work.</li> <li>- Demonstrate the importance of good social skills as a significant contributing factor to group projects</li> <li>- Teach linguistic functions necessary for group work (e.g. expressing disagreement/agreement, requesting clarification/ further information, expanding, explaining).</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students write a text collaboratively (e.g. chain story)</li> <li>- In groups, have students produce a research paper using the writing process.</li> </ul>

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

### Suggestions for Assessment

#### 9.1 *Task*

- Give students a topic and have them write two informative texts on the topic: one for a friend and the second for an academic context. Evaluate according to the degree of appropriate language for the audience and the quality of language.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- show clear differences in style between formal and informal texts
- use advanced grammar, vocabulary and punctuation appropriately and effectively

#### 9.2 *Task*

- Divide one extended, authentic text into three sections. Divide the class into groups of three and give each group member a different section of the text. Have the students read their section of the text and present the information to the group. Each student must then write a summary incorporating information from the entire article. Evaluate according to completeness and accuracy of information, quality of organization of ideas, presentation of ideas, and quality of language.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- clearly present information from all parts of the text
- include all main ideas of the text
- use advanced grammar, vocabulary and punctuation appropriately and effectively

### Notes/Vignettes

For further information on effective group work, see **Resource Lines 9/10** (p.29-302 and p.151-154), **Communicate!** (p.106-107 and p.266-270), and **Reference Points** (p.54-55).

For further information on writing a summary, see **Resource Lines 9/10** (p.24-25 and p.70).

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

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**Outcomes**

*ESL 3205*

- 9.3 produce texts in a variety of forms

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**Suggestions for Teaching and Learning**

9.3 *Teaching Considerations*

- Ensure that students have sufficient knowledge identifying and producing a variety of text types (e.g. narrative, expository, descriptive etc.).
- Teach students the language skills (e.g. advanced grammar/vocabulary/cohesive devices) necessary for editing.
- Encourage students to use reference materials for support during the editing process.
- Outline to students the similarities and differences of various writing formats (purpose, structure).
- Provide opportunities for students to “publish” their work (e.g. websites, school newspaper, peer sharing/presentation, classroom display).
- Itemize the steps in the writing process and provide opportunities for students to practise them in formal and informal writings.
- Assign writing activities using at least four different organizational structures, including a research paper.

*Learning Activities and Experiences*

- Assign a topic and have students write two different texts on the topic, each using a different text format (e.g. narrative, descriptive, journalistic).



9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

### Suggestions for Assessment

#### 9.3 Task

- Assign a variety of text types throughout the course, evaluating for effective use of text structure, effective organization of ideas, quality of content and quality of language.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- write essays using at least four different organizational structures effectively
- present ideas clearly and coherently
- use advanced grammar, vocabulary and punctuation appropriately and effectively

### Notes/Vignettes

For further information on research writing, see **Resource Lines 9/10** (p.282-306).

For further information on:

- narrative writing, see **Resource Lines 9/10** (p.103-104 and p.111).
- expository writing, see **Resource Lines 9/10** (p.111)
- descriptive writing, see **Resource Lines 9/10** (p.101-102).

For further information on journalistic writing, see **Reference Points** (p.233-239).

**10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p><i>ESL 3205</i></p> <p>10.1 use the process approach to writing, focusing here on revising and editing</p>	<p>10.1 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Require students to prepare several drafts of each piece of writing, revising both content and language on each draft.</li> <li>- Assist students in identifying faulty argumentation, logical fallacies and unclear organization or presentation of ideas in their own and peer writing.</li> <li>- Provide ample opportunities for peer and self-editing.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Provide students with a list of guiding questions. Have them evaluate peer's text for content, organization and language.</li> </ul>
<p>10.2 identify characteristics of good writing</p>	<p>10.2 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Provide students with samples of good and poor writing and have them identify them as such, justifying their choice.</li> <li>- Teach the characteristics of good writing (e.g. well-organized text (topic sentences, thesis statements); sufficient and clearly presented ideas; clear, accurate language at an appropriate level of formality)</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students identify the characteristics of good writing in unseen texts.</li> <li>- Have students edit sample texts for content, organization and language.</li> </ul>
<p>10.3 use the mechanics of written language (i.e. punctuation, spelling) accurately and consistently</p>	<p>10.3 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach/review rules of spelling and punctuation.</li> <li>- Teach strategies to discover/locate correct spelling, punctuation (e.g. using grammar books, style guides, spell checkers)</li> <li>- Provide opportunities for students to practise using correct spelling and punctuation both in isolation and in context.</li> <li>- Encourage students to use language support reference materials.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students identify and correct errors in spelling and punctuation in sample texts (peer and self-correction).</li> </ul>

10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

### Suggestions for Assessment

#### 10.1 *Student-teacher conference/peer evaluation/self evaluation*

- For each text type assigned throughout the course, have students prepare three successive drafts, with attention to revision and editing. The drafts can be corrected by the students themselves, by peer editors, and by the teacher. Evaluate the final draft according to ability to self-correct, with and without support.

##### *Performance Criteria*

The ESL 3205 student should be able to:

- identify and correct all or almost all basic language errors, most intermediate errors, and many advanced errors in own writing and that of peers. Language levels are discussed on p.69 of this document.

#### 10.2 *Peer evaluation*

- Present students with samples of student essays (from a previous class or those commercially available) and have students rank the texts according to overall quality of writing. Using a checklist as a guide, have students assign a grade to the essay, justifying each grade with a detailed explanation. Evaluate according to accuracy of and rationale for evaluations.

##### *Performance Criteria*

The ESL 3205 student should be able to:

- recognize good writing and articulate qualities that make writing good

#### 10.3 *Test*

- Give students a text containing a fixed number of punctuation and spelling errors. Have students locate and correct the errors. Evaluate according to the number of errors correctly identified and corrected.

##### *Performance Criteria*

The ESL 3205 student should be able to:

- identify most errors in advanced punctuation and spelling

### Notes/Vignettes

For further information on faulty reasoning, see **Resource Lines 9/10** (p.94-95) and **Reference Points** (p.216-218).

For further information on editing and reviewing texts, see **Resource Lines 9/10** (Chapter 7 - Grammar, Usage and Mechanics) and **Reference Points** (Chapter 4 - Improving a Draft).

**10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.**

<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p><i>ESL 3205</i></p> <p>10.4 use vocabulary appropriate to assigned academic tasks, with and/or without support</p>	<p>10.4 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach formal and/or academic vocabulary.</li> <li>- Demonstrate to students the importance of learning specialized vocabulary associated with a learning task.</li> <li>- Design tasks that both require and do not require support materials (e.g. dictionary, thesaurus). Avoid situations where students <u>always</u> use support materials.</li> <li>- Teach forms of words.</li> <li>- Teach word choice skills, such as appropriate degree of formality, unpretentious, unbiased and non-sexist language.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Identify words as appropriate or inappropriate for an academic task.</li> <li>- Identify and correct errors in vocabulary use in sample texts (own, peers and published).</li> </ul>
<p>10.5 use clear and accurate grammar and sentence structure appropriate to assigned academic tasks with and/or without support</p>	<p>10.5 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Assign tasks which provide ample opportunity to practise writing.</li> <li>- Teach advanced grammar required for formal academic writing.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Assign grammar activities in context.</li> <li>- Assign activities which focus on form.</li> </ul>

10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

### Suggestions for Assessment

#### 10.4 *Test*

- For the most part, accurate use of vocabulary will be evaluated in the context of writing longer texts. To assess vocabulary use, prepare a text which uses informal vocabulary (e.g. phrasal verbs, idiomatic expressions). Have students rewrite the text changing informal words to more academic and formal synonyms. Evaluate according to number of informal words identified and accuracy and appropriateness of rewritten forms.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- identify almost all informal words/expressions
- replace most informal words/expressions with appropriate formal equivalents

#### 10.5 *Test*

- For the most part, accurate use of grammar and sentence structure will be evaluated in the context of writing longer texts. Knowledge of grammar, however, can and should also be tested using text completion exercises and exercises identifying and correcting errors in structure (i.e. grammar tests). Evaluate according to number of correct responses.

#### *Performance Criteria*

The ESL 3205 student should be able to:

- use complex and compound sentences and other elements of basic to intermediate grammar correctly and appropriately
- recognize and correct all or almost all errors in basic grammar, and most errors in intermediate grammar

### Notes/Vignettes

For further information on formal and informal writing, see **Communicate!** (p.63 and p.108).

For further information on grammar usage, see **Communicate!** (p.75), **Resource Lines 9/10** (p.308-317) and **Reference Points** (p.349-372).

10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Outcomes	Suggestions for Teaching and Learning
<p><i>ESL 3205</i></p> <p>10.6 use technology effectively to serve their communication purposes</p>	<p>10.6 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Provide opportunities for students to use school computers to produce and edit texts and to improve language skills.</li> <li>- Caution students on an over-reliance on spell and grammar checkers.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Have students practise using the Internet to improve language skills (i.e. Internet grammar quizzes and CD Rom programs designed for ESL students (see the Resources section of this document, p.75), grammar checkers).</li> <li>- Have students determine which changes should be made as suggested by a spell or grammar checker.</li> </ul>
<p>10.7 use a variety of reference materials for support</p>	<p>10.7 <i>Teaching Considerations</i></p> <ul style="list-style-type: none"> <li>- Teach students when and how to use dictionaries and thesauri for word selection, and provide opportunities for their use.</li> </ul> <p><i>Learning Activities and Experiences</i></p> <ul style="list-style-type: none"> <li>- Provide dictionary pages and have students identify all possible meanings of a word.</li> <li>- Give a list of five grammar points and have students find information on them in reference books.</li> </ul>

10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

### Suggestions for Assessment

#### 10.6 a) *Task*

- Have student format a research paper on a computer, following the conventions of research paper writing and using an accepted documentation style (e.g. MLA, APA). Evaluate students according to the conventions of formatting (e.g. spacing, title page, margins, font).

#### *Performance Criteria*

The ESL 3205 student will be able to:

- use accepted formatting and documentation style effectively and appropriately

#### 10.6 b) *Task*

- Have students prepare a brochure promoting a topic or issue of interest to them (ex: their high school, their hometown, their new community, a sport, music or multicultural group they belong to). The brochure should include both text and images and should be formatted appropriately on a computer.

#### *Performance Criteria*

The ESL 3205 student will be able to:

- identify appropriate qualities or elements for promotion
- arrange text and images in a visually effective manner
- use clear and accurate advanced language and mechanics

#### 10.7 *Task*

- Give students a sample student essay containing a fixed number of underlined errors in advanced vocabulary and advanced grammar which they may or may not automatically recognize. Using reference books (dictionary, thesaurus, grammar reference), have students find information relating to the errors and make appropriate corrections. Students should also identify the page number and reference book, where information relating to each error can be found. Evaluate according to the students' ability to find information relating to errors.

#### *Performance Criteria*

The ESL 3205 student will be able to:

- locate information in the reference books relating to most errors
- be successful at correcting most errors

### Notes/Vignettes

For further information on grammar and usage, see **Communicate!** (p.75), **Resource Lines 9/10** (p.308-317), and **Reference Points** (p.349-372).

For further information on proper format for a research paper, see **Resource Lines 9/10** (p.282-306), **Communicate!** (p.173-182), and **Reference Points** (p.87-102).

