Course Description

This hypothetical EAP, Level 3 course is designed for an eight-week term, meeting two hours per week in 16, one-hour classroom sessions.

Target Student Population

The ten adult students enrolled in this post-secondary, academic English course share common goals. They are motivated to improve their English language skills for success in college coursework and professional careers. Many are preparing for high-stakes university entrance exams. The students speak several native languages and demonstrate a variety of L2 proficiencies and deficiencies in reading, writing, listening, and speaking skills. All have completed at least a secondary education in their native language but bring to the course widely varied EFL backgrounds. Based on a diagnostic language proficiency evaluation administered by the university, the students have been placed in a low-intermediate or Level 3 (of 6) course.

Course Goal

The goal of this course is to measurably build on students' academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are relevant to real-world encounters in university and professional workplace environments.
Course Learning Objectives

Listening
At the completion of the course, students will be able to:

1. Use academic listening strategies; including prediction, identification of main ideas and specific details, and note-taking.
2. Respond appropriately to spoken instructions.
3. Recognize formal and informal spoken English.
4. Identify phonetic differences in spoken American English.

Speaking
At the completion of the course, students will be able to:

1. Speak with appropriate accuracy and fluency using basic and moderately complex sentence structures.
2. Verbally connect ideas in paragraph-like discourse.
3. Use appropriate verbal intonation and rhythm.
4. Engage in verbal role playing in formal and informal situations.
5. Express advice and personal opinions with supporting information.
6. Paraphrase stories and information.
7. Make formal and informal oral presentations.

Reading
At the completion of the course, students will be able to:

1. Read and comprehend authentic English language publications relating to university life; including print and online newspapers, brochures, course catalogues, campus maps, and internet-based communication platforms.
2. Demonstrate a working knowledge of appropriate reading and pre-reading strategies; including scanning, annotating, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details.
3. Use strategies to ascertain meaning from unfamiliar vocabulary encountered in context.
4. Increase reading rate.
5. Understand a writer’s purpose.

Writing and Grammar
At the completion of the course, students will be able to:

1. Demonstrate an at-level understanding and application of grammar rules; including the appropriate use of verb tenses, subject-verb agreement, modals, personal pronouns, and articles.
2. Use adverbs and adjective clauses.
3. Use comparative and superlative forms.
4. Use gerund and infinitive phrases.
5. Apply capitalization and comma use rules.
7. Use structural conventions of written English to compose paragraphs and essays.
8. Practice peer editing, self-editing, and revising skills.

Across Multiple Language Domains

At the completion of the course, students will be able to:

1. Acquire and use new academic vocabulary.
2. Demonstrate at-level understanding of grammar in speaking and writing.
3. Understand inconsistencies between pronunciation and spelling.
4. Accurately compose moderately complex sentences with basic transitions to connect ideas in spoken and written discourse.
5. Identify written and spoken language patterns; including sequential events, cause and effect, compare and contrast, and problem/solution narratives.

Textbook


Note: Students use the textbook to complete eleven grammar assignments outside of class. To be completed prior to each classroom session, these homework assignments are selected to synchronize with and support subsequent in-class discussions and activities. The course will follow generally the textbook’s chronological sequence but may deviate from the unit order or skip units altogether. For additional practice and to reinforce students’ grammar competency, selected textbook-based exercises and activities are adapted for use in some classroom lessons.

All other classroom materials are selected from authentic and topical resources that are relevant and representative of students’ actual encounters in their academic university and/or professional workplace experiences.

Texts include print and online versions of newspapers, brochures, course catalogues, campus maps, internet-based communication platforms, etc.

Grading

Students’ grades are determined in the following manner:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>25%</td>
</tr>
<tr>
<td>In-class assignments</td>
<td>20%</td>
</tr>
<tr>
<td>In-class participation/attendance</td>
<td>15%</td>
</tr>
</tbody>
</table>
Midterm exam 20%
Final exam (non-comprehensive) 20%

### English for Academic Purposes Course Schedule

<table>
<thead>
<tr>
<th>Schedule of Classes</th>
<th>TOPIC(S)</th>
<th>LANGUAGE FUNCTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY</strong></td>
<td><strong>TOPIC(S)</strong></td>
<td><strong>LANGUAGE FUNCTION(S)</strong></td>
</tr>
</tbody>
</table>
| Day 1               | • Introductions.  
• Course description and expectations.  
• Journal set-up.  
• Evaluations.  
• Homework assignment – Units 1-5 selected reading and exercises.  
✅ Listening for information and asking for clarification.  
✅ Students demonstrate listening, speaking, reading, writing and grammar proficiencies to establish individual base-line needs assessments. |
| Day 2               | • Class discussion: Students’ expectations of the course and their English language learning goals.  
• Introduce classroom guidelines for pair and small group work.  
• "Future Plans and Intentions" – Unit 3 Focus 4.  
• Journal entries.  
• Homework assignment – Units 6-9 selected reading and exercises.  
• Schedule individual student conferences to review needs assessment evaluations.  
✅ Reading and writing focus.  
✅ Grammar practice from Units 1-5: Verb tenses - Simple present; Present progressive; Talking about the future; Asking questions; Modals of probability and possibility.  
✅ In pairs, students practice speaking, listening and writing notes of their discussions. |
| Day 3               | • "Looking for Somewhere to Live" – Unit 9 Opening task.  
• New vocabulary development – interactive game activity.  
• Informal oral presentations.  
✅ Listening and speaking focus.  
✅ Grammar practice from Units 6-9: Past progressive forms and simple past with time clauses; Similarities and differences; Comparatives and |
| Day 4* | "Discovering Campus Life in the News"  
|        | New vocabulary development – interactive cloze activity.  
|        | Written annotation and summarization.  
|        | Homework assignment – Unit 10 selected reading and exercises.  
|        | ✓ Reading and writing focus.  
|        | ✓ Grammar practice from Units 13-15: Present perfect with since and for; Present perfect and simple past; Present perfect progressive.  
|        | ✓ Use new vocabulary in context through listening, speaking, reading and writing.  
|        | *For a detailed lesson plan for Day 4, please see Sample Lesson Plan 1 – “Discovering Campus Life” on pages 8-19 of this document. |
| Day 5* | "Giving Advice and Expressing Opinion” – Unit 10  
|        | Journal entries.  
|        | Homework assignment – Units 11-12 selected reading and exercises.  
|        | ✓ Grammar focus.  
|        | ✓ Grammar practice from Unit 10: Should, Ought to, Need to, Must, Had Better, Could, and Might.  
|        | ✓ Listening, speaking and writing practice.  
|        | *For a detailed lesson plan for Day 5, please see Sample Lesson Plan 2 – “Giving Advice and Expressing Opinions” on pages 20-25 of this document. |
| Day 6* | "Express Yourself”  
|        | Peer-to-peer opinion expression dialogues.  
|        | Homework assignment – Midterm review worksheet.  
|        | ✓ Listen and speaking focus.  
|        | ✓ Grammar practice from Units 10-12: Giving advice and expressing opinions; Modals of necessity and prohibition; Expressing likes and dislikes.  
|        | *For a detailed lesson plan for Day 6, please see Sample Lesson Plan 3 – “Express Yourself” on pages 26-38 of this document. |
| Day 7  | Midterm exam preparation activity – review classroom and homework content through Day 6.  
|        | ✓ Practice listening, speaking, reading, and note taking skills during exam review. |
| Day 8  | Midterm exam  
|        | Homework assignment – Units  
<p>|        | ✓ Multi-dimensional assessment of listening, speaking, reading, writing, |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 9</td>
<td>• &quot;At the University Registrar’s Office” adapted from Unit 16 Opening task.</td>
<td>✓ Listening and speaking focus.</td>
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<tr>
<td></td>
<td>• Peer-to-peer dialogues.</td>
<td>✓ Grammar practice from Units 16-17 – Making offers with <em>would you like;</em> Requests and permission.</td>
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<tr>
<td></td>
<td>• New vocabulary development – interactive crossword activity.</td>
<td>✓ Use new vocabulary in context through listening, speaking, reading and writing.</td>
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<td></td>
<td>• Homework assignment – Units 18-19 selected reading and exercises.</td>
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<tr>
<td>Day 10</td>
<td>• &quot;Famous People Then and Now” Unit 18, Opening task.</td>
<td>✓ Reading, writing, speaking focus.</td>
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<tr>
<td></td>
<td>• Descriptive essays.</td>
<td>✓ Grammar practice from Units 18-19 – <em>Used to with Still and Anymore;</em> Past perfect.</td>
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<tr>
<td></td>
<td>• New vocabulary development – interactive game activity</td>
<td>✓ Use new vocabulary in context through listening, speaking, reading and writing.</td>
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<tr>
<td></td>
<td>• Homework assignment – Unit 20-21 selected reading and exercises.</td>
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<tr>
<td>Day 11</td>
<td>• &quot;Navigating through Campus by Map” Adapted from Unit 21 Opening task.</td>
<td>✓ Listening and speaking focus.</td>
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<tr>
<td></td>
<td>• Oral presentations.</td>
<td>✓ Grammar practice from Units 20-21 – The, A/An, Some and No article; Articles with names of places.</td>
</tr>
<tr>
<td></td>
<td>• New vocabulary development – interactive cloze activity.</td>
<td>✓ Use new vocabulary in context through listening, speaking, reading and writing.</td>
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<td></td>
<td>• Homework assignment Units 22-23 selected reading and exercises.</td>
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<tr>
<td>Day 12</td>
<td>• “School Routines” Unit 23 Opening task.</td>
<td>✓ Listening and speaking focus.</td>
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<td></td>
<td>• New vocabulary development – interactive game activity.</td>
<td>✓ Grammar practice from Units 22-23 – The passive; Phrasal verbs.</td>
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<td></td>
<td>• Oral presentations.</td>
<td>✓ Use new vocabulary in context through listening, speaking, reading and writing.</td>
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<td></td>
<td>• Homework assignment – Unit 24 selected reading and exercises.</td>
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<tr>
<td>Day 13</td>
<td>• “Personal Relationships – Who Do They Love?” Unit 24 Opening task.</td>
<td>✓ Grammar focus.</td>
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<td></td>
<td>• Grammar use exercise.</td>
<td>✓ Grammar practice from Unit 24 - Adjective clauses and participles as adjectives.</td>
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<tr>
<td></td>
<td>• New vocabulary development – interactive crossword activity.</td>
<td>✓ Use new vocabulary in context through listening, speaking, reading and writing.</td>
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<tr>
<td></td>
<td>• Homework assignment – Unit 25 selected reading and exercises.</td>
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</tbody>
</table>
| Day 14 | • “Imaginary Situations” Unit 25 Opening task.  
• Narrative essays.  
• New vocabulary development – interactive game activity.  
• Homework assignment – Final exam review worksheet. | ✓ Reading and writing focus.  
✓ Grammar practice from Unit 25 – Adjective clauses and participles as adjectives.  
✓ Use new vocabulary in context through listening, speaking, reading and writing. |
| Day 15 | • Final exam preparation activity - review classroom and homework content from Day 8 through Day 14. | ✓ Practice listening, speaking, reading, and note taking skills during exam review. |
| Day 16 | Final exam | ✓ Multi-dimensional assessment of listening, speaking, reading, and writing and grammar skills. |

Sample Lesson Plan 1, Day 4

“Discovering Campus Life in the News”

Lesson Overview

During this one-hour English language reading lesson students will be working on reading, writing, and discussion activities as a whole class, independently, and in pairs. Students will use a variety of articles self-selected from the current edition of the university's student newspaper. The lesson features three connected segments. Initially students discover new vocabulary. Next, students use the new vocabulary and their prior knowledge to collaborate on reading strategies. Finally, students demonstrate new knowledge and skills through writing and speaking activities.

Strategically, this lesson may be most helpful to students during the early weeks of the course. Academically, the reading and writing strategies practiced in this lesson will support progressively more challenging work later in the syllabus. Socially, the ability to access the university community through its student publications is most valuable when practiced early in students' university experience.

Preceding this lesson, students have learned basic composition and reading comprehension skills working with leveled, authentic texts. They understand basic English sentence structure. They have practiced scanning for textual evidence and annotating texts in earlier lessons. Throughout the course, they have been building a useful academic lexicon. Following this lesson, students will encounter progressively more challenging reading,
writing, listening, and speaking lessons using electronic university publications and other authentic texts.

**Resources Used**

The instructional methods and materials for this lesson are original and authentic. Their selection and composition were inspired by communicative language teaching concepts.

**Lesson Objectives**

Students will be able to:

- Participate productively in student pairs and whole-class communicative activities.
- Apply reading strategies and summarization skills, expressed both verbally and in writing.
- Extract meaning and information from a student-oriented newspaper by understanding the role of standard formatting features.
- Demonstrate their knowledge and understanding of new words and their meanings by using new vocabulary in the context of the lesson’s reading and writing tasks.

These lesson objectives are aligned with the course’s overall goal – to build on students’ academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are relevant to real-world encounters in university and professional workplace environments.

**Materials & Equipment**

The teacher will provide copies of the current edition of the university student newspaper for each student to use in class. In addition to the newspapers, students use a teacher-prepared organizer.

- Hand-out 1 – A graphic organizer to support students’ reading comprehension and composition.

Teacher-prepared slides or overhead display documents:

- Slide 1 – Today’s classroom agenda
- Slide 2 – “Team Up Part 1” – Instructions and cloze sentences
- Slide 3 – vocabulary words with simple definitions/synonyms
- Slide 4 – cloze sentences with highlighted solutions.
- Slide 5 - graphic organizer with highlighted entries

Equipment includes a display that can be clearly seen by the whole class. This could be a blackboard, whiteboard, projector, etc.

**Procedures – “Discovering Campus Life in the News”**
<table>
<thead>
<tr>
<th>Time</th>
<th>Tasks/Activities</th>
<th>Materials</th>
<th>Procedures</th>
<th>Justification</th>
</tr>
</thead>
</table>
| 5 min.| Facilitated class discussion: Greetings and introduction to the content and context of the lesson. | Attendance list, Lesson Outline | 1. Exchange friendly verbal greetings with each student as they enter the classroom.  
2. Preview the day's lesson outline: display and read aloud.  
3. Teacher asks for questions.  
4. Teacher asks and students discuss, “What's happening on campus today? “Have you seen today's Shorthorn newspaper?”  
5. Teacher asks and students discuss, “How have you been getting information about things going on around campus?” | 1. Establishes rapport, students produce L2.  
2. Helps students focus on planned activities and expectations. L2 listening and reading practice.  
3. Check for understanding.  
4. Students produce L2 to informally express ideas and information. Stimulates prior knowledge. Creates interest in current events.  
5. Segues into reading lesson using student newspaper. Assesses students' familiarity with the genre. |
| Part 1 | Discovering meaning in new vocabulary.                                         | Current student newspaper for each student | 1. Hand out newspapers and retain a copy for demonstration. Write the first new vocabulary word on the board and pronounce the word—headline. Demonstrate scanning the newspaper to find and point to a | 1. Demonstration helps students interpret instructions and improves their success.                                                                                                                                 |
| 5 min.| Whole class activity: Students scan for textual information, learning new vocabulary. | Current student newspaper for each student | 1. Hand out newspapers and retain a copy for demonstration. Write the first new vocabulary word on the board and pronounce the word—headline. Demonstrate scanning the newspaper to find and point to a | 1. Demonstration helps students interpret instructions and improves their success.                                                                                                                                  |
| 10 min. | “Team Up Part 1”  
Student pairs activity:  
Students collaborate, using knowledge of word meanings to place words in sentence context. | Slide 2 – Cloze sentences with activity instructions.  
Five sentence strips with cloze sentences pre-written on them.  
Slide 3 – Vocabulary word list with simple definitions | 1. **Organize the class into student pairings.**  
2. **Teacher displays Slide 2 and five cloze sentence strips. Calls on first student pair to come forward and select any sentence strip.**  
3. **Repeat procedure with each student pair.**  
4. **Display Slide 3. Vocabulary words with definitions. (For more challenge, add 2-4 decoy words to the vocabulary list.)** | 1. **Pair work facilitates communication and peer-to-peer learning.**  
2. **Students collaborate on their choice and may feel more comfortable coming forward with a partner.**  
3. **Student pairs collaborate on their choice of cloze sentence strips.**  
4. **Display helps students visualize words and meanings.** |
<table>
<thead>
<tr>
<th>Part 2</th>
<th>Reading for comprehension</th>
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<tbody>
<tr>
<td>5 min.</td>
<td>Student pair’s activity: Students practice pre-reading skills.</td>
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<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>Teacher assigns one newspaper page per student pair, hands out organizer, and reads instructions aloud.</td>
</tr>
<tr>
<td>2.</td>
<td>Using a copy of the Summary Organizer helps students...</td>
</tr>
<tr>
<td>3.</td>
<td>Assigning one page per student pair allows self-selection but limits choices and uses less time. Students read and listen to instructions for better understanding.</td>
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</tbody>
</table>

5. Students communicate with partners to agree on a solution to their chosen cloze sentence problem.

6. Call on each student pair to approach the board again to display and read aloud their solution to the class. Class members vote “agree” or “disagree” on the student pairs’ solutions.

7. After student pairs complete the task, teacher displays cloze sentence solutions. (Slide 4)

8. Teacher asks for questions. Allows time for review and class discussion.

5. Communicative, task-based activity helps students comprehend meaning and retain knowledge.

6. Class engagement is enhanced by assessing peers’ work and voting on the solutions.

7. Students self-assess their work.

8. Check for comprehension and review as needed.

Current student newspaper for each student.

Handout 1 – graphic organizer
<p>| Slide 5 – sample graphic organizer with highlighted entries. | the university newspaper, the teacher models the activity by demonstrating the following steps: Step 1 – Select a newspaper page. Step 2 – Select a news article on that page. Step 3 - Write the article’s headline in the space provided on the organizer. Step 4 – Continue by identifying and writing the most important words of the headline in the spaces provided. 3. Student pairs collaborate to scan their assigned page and select one article of mutual interest. 4. Students read, then write, their article’s headline in the space provided on the organizer. 5. Student pairs collaborate to identify and transcribe key words in headline. Students write key words in spaces provided. | improve their success through observation. 3. Communicative task requires collaborative decision-making. 4. Focuses students’ attention on the headline which provides clues to the article’s content. 5. Analysis of headline’s meaning and identification of key words helps students predict/infer main idea and improve comprehension while reading article. | 10 Independent Current | 1. Students silently read their | 1. Timed reading |</p>
<table>
<thead>
<tr>
<th>Part 3</th>
<th>Synthesizing &amp; summarizing</th>
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<tbody>
<tr>
<td>10 min.</td>
<td><strong>Student pairs activity:</strong> Students first collaborate on an article’s meaning and then independently compose a written summary.</td>
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<tr>
<td></td>
<td><strong>Current student newspaper for each student.</strong></td>
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<td></td>
<td><strong>Handout 1 – graphic organizer.</strong></td>
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<td></td>
<td><strong>Slide 5 –</strong></td>
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<td></td>
<td><strong>1. Student pairs exchange their organizers and compare and discuss the important details they each identified from their shared article.</strong></td>
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<tr>
<td></td>
<td><strong>2. Student pairs exchange organizers again – returning the organizers to their original owners.</strong></td>
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<td></td>
<td><strong>1. Through sharing their findings with partners, students may discover details that they missed. Comparing details reveals meaning.</strong></td>
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<td></td>
<td><strong>2. With their own Summary Organizers in hand, students independently compose a summary.</strong></td>
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</table>
| **1.** | Teacher models activity:  
Step 1 – Read aloud the teacher-composed summary statement.  
Step 2 – Show the class which article the teacher summarized by scanning the newspaper’s headlines to find a matching meaning. | **1.** Demonstration shows students the interactive progression of the activity by providing an example of the meaningful relationship between an article’s headline and its contents. |   |
| **2.** | Students, in turn, read their summary statements to the whole class. | **2.** Students practice speaking skills. |   |
| **3.** | For each student-composed summary, class members are asked to guess which article is being summarized by scanning headlines for matching meaning.  
(Students scan all eight pages of the newspaper for meaningful matches.) | **3.** Peers listen to and respond orally to peers’ spoken summary statements. |   |
| **4.** | Students are called on to   |   |   |
| **5.** | Students practice composition skills. |   |   |

### Steps:

1. **Teacher models activity:**
   - Step 1 – Read aloud the teacher-composed summary statement.
   - Step 2 – Show the class which article the teacher summarized by scanning the newspaper’s headlines to find a matching meaning.

2. **Students, in turn, read their summary statements to the whole class.**

3. **For each student-composed summary, class members are asked to guess which article is being summarized by scanning headlines for matching meaning.**
   - (Students scan all eight pages of the newspaper for meaningful matches.)

4. **Students are called on to**

### Whole Class Activity:

- **Students read aloud their summary compositions.**
- **Class members listen and guess which article is the subject of the summary.**

### Current Student Newspaper:

- **Hand-out 1:** Graphic organizer for each student.
- **Slide 3:** Graphic organizer with highlighted entries.

### Instructions:

- **Graphic organizer with highlighted entries.**
- **3. Students synthesize information from the headline and important details to compose a brief summary statement.**

### Notes:

- **3. Synthesis helps students extract meaning and condense the article. Uses higher-order thinking.**
- **4. Demonstration helps students see the completion of the summarization exercise.**
- **5. Students practice composition skills.**
Assessment and Grading Criteria

Students' success during this class period is measured both formally and informally. Students' listening and reading comprehension abilities and speaking fluency are evaluated throughout the lesson as the teacher monitors class discussions, pair interactions, and students' responses to statements by the teacher and peers. Skills practiced and evaluated include scanning text for relevant information, reading and understanding context clues, and making inferences. Ultimately, students will be successful when they effectively share and compare their findings and written compositions verbally with their peers. By frequently giving students opportunities to ask clarifying questions, the teacher is able to continually check for understanding.

The students' success in the vocabulary discovery activity in Part 1 is determined by the students' ability to follow verbal instructions and correctly identify the newspapers' features. Also in Part 1, students' ability to work collaboratively is assessed according to their successful completion of the cloze activity.

In Part 2, students must communicate with each other to complete the pre-reading task. The students' ability to collaboratively analyze and select an article, make inferences, and draw conclusions from the text is revealed by the students' successful completion of the graphic organizer.

In Part 3, a formal evaluation of the students' summary compositions is accomplished by means of a simple rubric that measures student performance in criteria such as fluent paraphrasing of an article's main idea and important details. Productive speaking and active listening are also evaluated in the final whole-class activity. Additionally, when students listen to and evaluate their peers' summaries, they self-evaluate their own work.
Summary Organizer

Copy the headline here.

_________________________

Write the most important words in the headline here.

___________ _________ _________

• ________________________________
• ________________________________
• ________________________________

TRADE papers with your partner.
Write a short summary* of the article here:

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

*Remember to include the main idea and important details!

Scoring Rubric

Summarization Writing Assignment – Newspaper Article
Rating scale: 4 – Excellent 3 – Very good 2 – Satisfactory 1 – Needs more work

<table>
<thead>
<tr>
<th>Rating criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>Organizational structure is logical, focused, and concise.</td>
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<tr>
<td>Student’s ideas are fully developed and elaborated; paraphrasing the article’s main idea and important details.</td>
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<tr>
<td>Appropriate word choice conveys the student’s intended meaning.</td>
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<tr>
<td>Appropriate use of grammar.</td>
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*Slide 1*
Today’s lesson includes:

1. What’s up at UTA?
2. The Shorthorn
3. Team up! Part 1
4. Team up! Part 2
5. Read about it!
6. Tell about it!

Team up! Part 1

Instructions:

1. An ____ is promoting a housing fair.
2. The ____ is about Mission Arlington.
3. The ____ under the picture is funny.
4. A ____ says, “Snow much fun.”
5. The sports ____ has stories about basketball.
Please use the five highlighted words.

- **ad**
  - A public notice intended to sell
  - An advertisement
- **article**
  - A story in a non-fiction publication
  - An essay
- **caption**
  - A written explanation of an image
- **headline**
  - A written heading of a newspaper article
- **section**
  - A part that is separate from other parts

**Instructions:**
- TALK with your partner.
- CHOOSE one word.
- WRITE the word in the blank.
- SHARE with the class.

---

**Check your answers.**

1. An **ad** is promoting a housing fair.
2. The **article** is about Mission Arlington.
3. The **caption** under the picture is funny.
4. A **headline** says, “Snow much fun.”
5. The sports **section** has stories about basketball.
Copy the headline here.

Upgrade improves wireless connectivity.

Write the most important words in the headline here.

upgrade, improves, wireless

Write the important details in the article here.

• Students have problems connecting to the internet.
• Campus Wi-Fi capacity upgraded to allow unlimited users.
• UTA officials are paying for new routers.

Trade papers with your partner.
Compare your important details with your partner.

Write a short summary of the article here.

Wireless upgrades on campus are helping students stay connected. The improvements will allow unlimited connections. UTA officials will also buy and install new routers.