

Adult Basic Education

English Language Arts

English 2013 Reading: Short Stories/Non- Fiction/Research

Curriculum Guide

Suggested Resources: *Making It Work: A Handbook for Reading, Writing, Language and Media*
The Road Ahead: Reading Selections for Canadian Students

Level II English Courses

English 2011

English 2012

English 2013

English 2014

English 2015

English 2016



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To the Instructor

ABE Level II English Program

ABE Level II is meant to be a transition program. ABE students who are assessed and placed in Level II will mainly be adults who completed ABE Level I, who did not progress to senior high school, who have very limited Senior High School credits in core subject areas, who have been out of formal schooling for a long time, and/or who need to refresh English, Mathematics and Science skills before entering ABE Level III.

ABE Level II students do not have to complete all six Level II English courses to move into ABE Level III English. The decision to do all or some of the six Level II English courses will be made based the instructor's assessment using all appropriate considerations (school report cards, high school transcripts, standardized test results, interviews, student's intended Level III graduation profile, student's employment history, student's intended post-secondary aspirations, student's employment goals, student's progress in Level II English courses, and/or any other relevant consideration).

The Level II English program is meant to provide adult learners with an education in English Language Arts that is approximately equivalent to that in grades 7 to 9 in the Newfoundland and Labrador school system. There are six strands of English Language Arts that are fundamental to the ABE Level II English curriculum; these are:

- Speaking and Listening
- Reading and Writing
- Viewing and Representing

English 2013 Reading: Short Stories/Non-Fiction/Research

English 2013 is the third in a series of six Level II English courses. It is meant to provide ABE students with the opportunity to study a minimum of five short stories and non-fiction texts, and to be introduced to research.

This course is divided into three units. *Unit 1: Short Stories* begins with a general introduction to reading short stories. There is an introduction to literary terms such as characters, protagonist, antagonist, setting, plot, conflict, theme and point of view. Students read and study a minimum of five short stories.

Unit 2: Non-Fiction provides students with the opportunity to study a minimum of five non-fiction texts. Students will study a workplace report, a visual, a set of instructions, a newspaper article, and a personal essay.

Unit 3: Research introduces students to the process of research. Students are given the opportunity to evaluate the usefulness and value of sources when researching. Students will select one topic and then conduct some introductory level research. As this is a basic introduction to research, students will not be expected to prepare a complete research paper as in Level III English.

New Approach for ABE Level II English

The previous ABE Level II English program was developed in 1990 and then revised in 1995. The 1995 Level II English curriculum contained five courses. Learning outcomes were stated for these five courses, but Study Guides for students were not a part of the curriculum package. This 2011 Level II English curriculum is modeled after the 2006 Level III curriculum in that now both Curriculum and Study Guides are provided to instructors.

There are now six courses in the Level II English program. These are:

- English 2011 Speaking and Listening
- English 2012 Writing: Sentences and Paragraphs
- English 2013 Reading: Short Stories/Non-Fiction/Research
- English 2014 Reading: Poetry/Novel/Drama
- English 2015 Writing: Essays
- English 2016 Viewing and Representing

Study Guides

Each new ABE Level II English course has a Curriculum Guide for the instructor and a Study Guide for the student. The Study Guides are written so that all suggested **Required Work** is included to fulfill both the General Curriculum Outcomes for ABE Level II English and the specific learning outcomes for each course. The Study Guides allow students to work independently, and it also allows instructors to easily track the progress for each student.

Curriculum Guides

Each ABE Level II Curriculum Guide contains a list of stated **General Curriculum Outcomes** (GCO's) for each course. In order to assure that the ABE Level II English program remains approximately equivalent to grades 7-9 in the Newfoundland and Labrador school system, these GCO's are basically the same as in K-12. As the same GCO's are used throughout K-12 English Language Arts, and in ABE Level III English courses, students taking ABE Level II English courses are assured that they will be adequately prepared for future study in ABE Level III English courses.

The GCO's are broken down into **Learning Outcomes** for the specific courses and units. Both the GCO's and Learning Outcomes are met by the completion of the suggested **Required Work**.

It is important to note here that the **Learning Outcomes**, as well as the specific learning exercises in each Study Guide, are suggestions. Instructors can modify the learning exercises and/or choice of resources in order to meet the needs of adult learners. For example, if an instructor feels a suggested short story, poem, writing topic, etc does not meet the needs of a certain student (reading level unsuitable, student uninterested in selection, student feels selection is irrelevant to his/her life, etc), the instructor can select an alternative. The suggestions in the Study Guides should, however, be appropriate to meet the needs of most ABE Level II English students. The GCO's for each ABE Level II English course are set by the Department of Education and are not to be modified.

All the ABE Level II English Curriculum Guides are organized in two sequential sets of columns, as follows:

<p>Learning Outcomes</p> <p>This column lists the specific learning outcomes for each course.</p>	<p>Required Work</p> <p>This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of Required Work in their Study Guides.</p>
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<p>Suggestions for Teaching and Learning</p> <p>This column provides suggested explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.</p>	<p>Suggestions for Assessment</p> <p>This column provides suggested information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment.</p> <p>Effective assessment improves the quality of learning and instruction. It can help ABE students to become more self-reflective on their learning and to take greater ownership in their own education program. Additionally, assessment can help instructors to monitor the effectiveness of their own instructional methods.</p> <p>Assessment for Level II English courses should be at a degree of complexity less than expected for Level III English courses. A student who meets outcomes in the Study Guide in a more complex manner should be considered for transition from Level II to Level III.</p>
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Instructors should note that all suggestions given related to Teaching/Learning/Assessment in this Curriculum Guide are just suggestions. Instructors both individually and collectively have significant experience in the delivery of ABE and are certainly free to exercise professional judgment when teaching and assessing students. Instructors and/or institutions are responsible for developing such things as unit tests, final exams, and supplemental assignments/learning exercises.

Resources

Anthologies, reference books, and instructor resources for each specific ABE Level II English course are identified on the cover page of the Curriculum Guide. The same is true for the Study Guides minus the Instructor resources. Instructors may, and are encouraged, to supplement these resources as they deem appropriate.

An overview of the resources used for English 2013 is given below:

Course	Resources
English 2013 Reading: Short Stories/Non-Fiction/Research	<p><i>Making It Work: A Handbook for Reading, Writing, Language and Media</i> <i>The Road Ahead: Reading Selections for Canadian Students</i> <i>Making It Work Teacher's Guide</i> (www.nelsonschoolcentral.com)</p>

Feedback obtained from Newfoundland and Labrador ABE instructors strongly indicated a need for one comprehensive resource to address the literature contained in this course. Instructors also communicated that the reading level contained in such a resource should be appropriate, and that the resources should be as adult-oriented as possible.

The two resources suggested for this course fit these criteria. Selections in *The Road Ahead: Reading Selections for Canadian Students* vary in reading level from easy to moderate to challenging. Selections taken from this anthology and included in the Study Guide are all at the “moderate” reading level. Instructors have flexibility to pick other selections from this anthology if the selections in the Study Guide are too difficult for some students. In such a case, select a selection labeled as “easy” in the *Making It Work Teacher's Guide* and assigned response work consistent with the **General Curriculum Outcomes** for English 2013. The same can be said if instructors wish to raise the reading level.

The short stories suggested in the Study Guide have at one time or another been part of English Curriculum in grades 7-9. Again, instructors have flexibility to substitute another story or stories into the Study Guide for students who may require a different reading

level or content. Instructors will have to prepare response work in this case consistent with the **General Curriculum Outcomes** for English 2013.

Making It Work: A Handbook for Reading, Writing, Language and Media is a reference that pairs with *The Road Ahead* anthology. The layout and content of this resource is appropriate for ABE students. There are minimal age inappropriate visuals and many workplace examples are used.

Recommended Evaluation

Course Work	60%
Assignment(s)	20%
Final Exam	<u>20%</u>
	100%

The overall pass mark for the course is 50%.

Note: The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of adult learners. The Department of Education has no requirement that a final exam must be given in this course. Instructors/institutions can decide if a final exam is necessary based on their own policies and procedures.

General Curriculum Outcomes for English 2013

Adult students will be expected to:

- Read with understanding a range of literature, information, media, and visual texts.
- Respond personally to a range of texts.
- Respond critically to a range of texts, applying their knowledge of language, form, and genre.
- Read and experience a variety of fiction and literature representing a geographical and historical range.
- Demonstrate an understanding that information texts are constructed for particular purposes.
- Analyze thematic connections among texts and articulate an understanding of the universality of themes.
- Respond to some of the material read by questioning, connecting, evaluating, and extending by moving beyond initial understanding to more thoughtful interpretations.
- Express and support points of view about texts and about issues, themes, and situations.
- Critically evaluate information presented in print and media texts by assessing relevance and reliability of information.
- Examine how textual features help a reader to create meaning.

Unit 1: Short Stories--Learning Outcomes

Learning Outcomes	Required Work
<p>1.1 Understand reasons why people read.</p> <p>1.2 Understand what is meant by fiction texts.</p> <p>1.3 Express how reading literature can help construct meaning in the real world.</p> <p>1.4 Express an understanding of the short story reading process.</p>	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. Read pages 2-3 in <i>Making It Work</i>, and then respond to the following items in writing:</p> <ul style="list-style-type: none">a) What are some reasons why people read?b) What are some examples of fiction texts and why can reading fiction be enjoyable?c) How does reading help you see the world in a different way? <p>2. Read the section entitled “How to Read Literature” on page 30 of <i>Making It Work</i>, and then respond to the following items in writing:</p> <ul style="list-style-type: none">a) Why can reading short stories be considered “powerful”?b) What are two ways to understand reading literature?

Unit 1: Short Stories--Learning Outcomes

Learning Outcomes	Required Work
<p>1.5 Understand the following elements of short stories:</p> <ul style="list-style-type: none">• Characters• Protagonist• Antagonist• Setting• Plot• Conflict• Theme• Point of View <p>1.6 Identify and describe the typical plot structure in a short story.</p>	<p>3. Pages 31-32 in <i>Making It Work</i> lists and defines the elements of a narrative (short story). Explain the following elements of a short story:</p> <ul style="list-style-type: none">a) Charactersb) Protagonistc) Antagonistd) Settinge) Plotf) Conflictg) Themeh) Point of View <p>4. The plot of a short story can be divided into parts. Using the section entitled “Plot” on page 31 of <i>Making It Work</i>, explain the four basic parts of plot in a short story.</p>

Unit 1: Short Stories--Learning Outcomes

Learning Outcomes	Required Work
<p>1.7 Read and experience a minimum of FIVE short stories.</p> <p>1.8 Provide personal responses by explaining initial reactions to short stories.</p> <p>1.9 Respond thoughtfully to short stories by connecting and extending interpretations.</p> <p>1.10 Express and support points of view about issues, themes and situations within short stories, citing appropriate evidence.</p> <p>1.11 Identify and describe how form, structure and content of short stories contribute to meaning.</p> <p>1.12 Recognize and discuss the point of view used in a short story.</p>	<p>5. <i>Appendix A: Short Stories</i>, found at the end of this Study Guide, contains the following short stories:</p> <ul style="list-style-type: none">• “The Appointment in Samarra”, by W. Somerset Maugham• “The Necklace”, by Guy de Maupassant• “The Dinner Party”, by Mona Gardner• “The Soul of Caliban”, by Emma-Lindsay Squier <p>Read each short story and discuss anything that you do not fully understand with your instructor. Respond in writing to the items which follow each short story.</p> <p>6. Read the short story entitled “I Can’t Write No Pretty Poem” on pages 47-49 of <i>The Road Ahead</i>. After reading the selection, discuss anything you are unsure about with your instructor. Then, respond to the following items in writing:</p> <ol style="list-style-type: none">a) How is the protagonist in the story like or unlike myself?b) Do you like Geraldine’s poem? Why/why not?c) What does Geraldine learn about herself in this story?

Unit 2: Non-Fiction--Learning Outcomes

Learning Outcomes	Required Work
<p>2.1 Understand what is meant by non-fiction texts.</p> <p>2.1 Read and experience a minimum of FIVE non-fiction selections (selections should include both literature and information texts such as newspapers, magazine articles, web-pages, books, etc.).</p> <p>2.2 Provide a personal response to non-fiction texts.</p> <p>2.3 Respond thoughtfully to non-fiction texts by questioning, connecting, evaluating, and extending interpretations.</p> <p>2.4 Understand that non-fiction texts are created for a particular purpose and that particular audiences influence choice of language, form, and genre.</p> <p>2.5 Express and support points of view about issues, themes, and situations within non-fiction selections, citing appropriate evidence.</p>	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. Read the “Incident Report” on page 176 of <i>The Road Ahead</i>, and then respond in writing to the following items:</p> <ul style="list-style-type: none">a) Brainstorm a list of the kinds of conflicts/situations that happen in a workplace. From the list, decide which conflicts are reportable and why?b) Consider how Mia has presented her side of the story. Do you think she presented her information well or did she leave out any important details that the manager might need to know?c) Would you prefer to fill out a form or write a report to describe an incident? Why? <p>2. Study the visual on page 179 of <i>The Road Ahead</i>, and then respond in the writing to the following:</p> <ul style="list-style-type: none">a) What is the message of this visual and how is it communicated?b) Steve did what he was supposed to do, and he shut the machine off before checking it; nevertheless, he still lost an arm. What could have prevented his injury?

Unit 2: Non-Fiction--Learning Outcomes

Learning Outcomes	Required Work
<p>2.6 Respond critically to non-fiction texts in terms of content, form and structure, and how these elements contribute to meaning.</p> <p>2.7 Recognize how and why authors use pictorial, typographical, and organizational devices (e.g. headings, tables, graphs and bold print, etc.) to construct and enhance meaning.</p> <p>2.8 Recognize how personal knowledge, ideas, values, perceptions, and points of view are influenced by reading non-fiction texts.</p>	<p>3. Read the selection entitled “How to Assemble Your Fax Machine” on pages 141-143 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <ol style="list-style-type: none">a) Discuss whether you think these instructions are easy to follow and your reasons why/why not?b) What changes, if any, would you make to these manual pages?c) Comment on the design elements that make the instructions easy to follow (bold-face type, colors, font, headings, and upper case letters). <p>4. Read the selection entitled “Film Dispels Myths about Down Syndrome” on pages 134-135 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <ol style="list-style-type: none">a) One theme in this newspaper article is achieving goals in life. Write a brief paragraph, about six to ten sentences, where you reflect on your own goals. You can use the following questions to guide your response:<ul style="list-style-type: none">• What are your personal goals in life?• What are your goals on the job?• How do you expect to reach your goals?

Unit 2: Non-Fiction--Learning Outcomes

Learning Outcomes	Required Work
	<p>b) What do we learn by reading profiles of real people?</p> <p>c) How well did the photographs and headline help you understand the main message in this selection? Write an alternative headline that would help readers better predict what the article is about.</p> <p>5. Read the selection entitled “Bittersweet Memories of a Rock Hero” on pages 138-140 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <p>a) What music or musicians do you like and how do these influence:</p> <ul style="list-style-type: none">• your choice of friends.• the way you dress.• the way you talk.• what you believe about people and about life? <p>b) Explain how Bidini’s attainment of his quest—meeting the Ramones—does not necessarily meet his expectations.</p> <p>c) Look up the meaning of the word “bittersweet” in a dictionary or online. Write a brief paragraph, about six to ten sentences, describing a situation you faced that did not meet your expectations.</p>

Unit 3: Research--Learning Outcomes

Learning Outcomes	Required Work
<p>3.1 Briefly describe the research process.</p> <p>3.2 Understand why some sources are useful for research and some are not.</p> <p>3.3 Select a research topic.</p> <p>3.4 Locate one reliable internet source of information for a chosen research topic.</p> <p>3.5 Document one reliable internet source of information using an acceptable format.</p> <p>3.7 Evaluate the reliability of one internet source related to a chosen research topic.</p>	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. Read the section entitled “How to Research” on pages 54-56 of <i>Making It Work</i>, and then briefly explain what research involves.</p> <p>2. The anthology <i>The Road Ahead</i> includes classified ads (pages 84-88); web pages (pages 208-209); and travel brochures (pages 222-227 and 235-238). You can use all of these as sources for research. Respond in writing to the following:</p> <ul style="list-style-type: none">a) What makes these sources useful for research?b) Are some sources of information easier to use than others? Why/Why not? <p>3. Choose one topic of interest to you. Some general topic suggestions are given in the right hand column. Then complete the following:</p> <ul style="list-style-type: none">a) Find one internet source of information on your chosen topic.b) Write down accurate information about where you find the details. An example of this is found in the right hand column.c) Briefly explain why you think the source you selected is reliable or why it might contain questionable information.

Unit 1: Short Stories--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. Students will begin this short story unit by studying specified pages in <i>Making It Work</i>. It is suggested that instructors discuss this material with students first.</p> <p>2. Students can be encouraged to compile a personal glossary of new vocabulary encountered in this unit. Students can use a dictionary or other reference tool (internet) to look up meanings.</p> <p>3. <i>Appendix A</i> in the Study Guide contains four short stories and accompanying response items. The short stories vary in reading level. There is also a balance between male/female authors and male/female characters. These short stories are typical junior high school level selections and should not pose a problem for ABE students. The selections also have a level of literary merit suitable for formal study. These selections and the accompanying response items should be appropriate preparation for the reading expected in Level III. If instructors feel that some or all of these selections do not meet the needs of their specific students, they have flexibility to use others. Instructors can develop Required Work items for any other stories used consistent with the outcomes for the course.</p> <p>4. Students may need to read the short stories more than once to achieve comprehension.</p>	<p>1. Instructors may informally discuss the Required Work in the Study Guide, including the assigned reading from the text. Instructors may also observe and monitor students to ensure an adequate understanding of the content and expectations.</p> <p>2. The following assessment and evaluation tool from the <i>Making It Work Teacher's Guide</i> may be useful: Interest Inventory, p. 249.</p> <p>3. Instructors can assign a mark for the personal glossary. This can count under the course work category for evaluation. Instructors can deem an appropriate weighting for this.</p> <p>4. In general, assessment for this unit may include the following (does not have to be at same depth as in Level III):</p> <ul style="list-style-type: none">• Asking students to read parts of the short stories aloud to demonstrate their understanding.• Asking students to verbally explain the plot, characters, theme, setting and tone of the short stories.• Asking students to respond in writing to items in the text and study guide.• Asking students to discuss the short stories they are reading with the instructor and/or other students.

Unit 1: Short Stories--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>5. Students can be encouraged to read more than the minimum number of short stories assigned for the course. This may foster a commitment to life-long learning and reading for pleasure.</p> <p>6. Although not mandatory, instructors may encourage students to type and save all written work using a computer.</p> <p>7. “I Can’t Write No Pretty Poem” is a short story on pages 47-49 of <i>The Road Ahead</i>. This short story is on CD #2 enclosed with the <i>Making It Work Teacher’s Guide</i>. Instructors can recommend listening to the story on CD for students with reading difficulties. Some additional Suggestion for Teaching and Learning are available on page 40 of the <i>Making It Work Teacher’s Guide</i>.</p>	<p>5. All written responses should be written in complete sentences with examples if appropriate. Work should be neat, organized and legible.</p> <p>6. The following Line Masters from the <i>Making It Work Teacher’s Guide</i> may be helpful for students:</p> <ul style="list-style-type: none">• Line Master 5, p. 209• Line Master 17, p. 223• Line Master 18, p. 224• Line Master 19, p. 225

Unit 2: Non-Fiction--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. “Incident Report” is found in the <i>Making It Work Teacher’s Guide</i> on page 152. This selection addresses a conflict that arises in a workplace. Students should find this selection interesting and most should be able to relate to it. The <i>Teacher’s Guide</i> links the material in this non-fiction selection with the following jobs: salesperson, retail manager, and in-store security officer. ABE students may have work experience in these jobs and might have experienced first-hand situations like those described in this selection. This selection is on CD #4 contained in the <i>Making It Work Teacher’s Guide</i>. Students with reading difficulties should be encouraged to listen to the selection on CD while following the words in the text.</p> <p>2. “Safety at Work” is found in the <i>Making It Work Teacher’s Guide</i> on page 155. This visual is sponsored by the Workplace Safety Insurance Board (WSIB) in Ontario. This is the Ontario equivalent of the Workplace Health, Safety and Compensation Commission (WHSCC) of Newfoundland and Labrador. The visual nature of this selection will appeal to ABE students who are visual learners. Ensure that students read the whole selection, including the body copy in small print. Encourage students to study the visual and heading first, and then read the body for additional information. The <i>Teacher’s Guide</i> links the material in this selection with the following jobs: machine operator, construction worker, factory worker, and warehouse worker.</p>	<p>1. Instructors may informally discuss the Required Work in the Study Guide, including the assigned reading from the text. Instructors may also observe and monitor students to ensure an adequate understanding of the content and expectations.</p> <p>2. In general, assessment for this unit may include the following (does not have to be at same depth as in Level III):</p> <ul style="list-style-type: none">• Asking students to explain the non-fiction texts aloud to demonstrate their understanding.• Asking students to verbally explain the message, purpose, intended audience, form and structure of the non-fiction texts.• Asking students to respond in writing to items in the text and study guide.• Asking students to discuss the non-fiction texts they are studying with the instructor and/or other students. <p>3. All written responses should be written in complete sentences with examples if appropriate. Work should be neat, organized and legible.</p> <p>4. Responses should show evidence of knowledge of text organization and critical thinking.</p>

Unit 2: Non-Fiction--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>3. “How to Assemble Your Fax Machine” is found on page 123 of the <i>Making It Work Teacher’s Guide</i>. This selection is classified as having an “easy” reading level; therefore, students should not experience too much difficulty understanding it. This selection, like the previous one, will likely appeal to visual learners. Ensure that students are able to remain focused on the text as well as the illustrations. Draw students’ attention to the design elements of this selection (bold-face type, colours, font, headings, etc.). The <i>Teacher’s Guide</i> links the material in this selection with the following jobs: sole proprietor, service station attendant, and administrative assistant.</p>	
<p>4. “Film Dispels Myths about Down Syndrome” is found on page 114 of the <i>Making It Work Teacher’s Guide</i>. This selection is taken from a local community newspaper. This selection is found on CD #3 in the <i>Making It Work Teacher’s Guide</i>. Students with reading difficulties should be encouraged to listen to the selection on CD while following the words in the texts. The <i>Teacher’s Guide</i> links this selection with the following jobs: child care worker, social worker, and youth worker.</p>	

Unit 2: Non-Fiction--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>5. “Bittersweet Memories of a Rock Hero” is found on page 120 of the <i>Making It Work Teacher’s Guide</i>. This selection is found on CD #4 in the <i>Making It Work Teacher’s Guide</i>. Students with reading difficulties should be encouraged to listen to the selection on CD while following the words in the texts. This non-fiction selection is an example of personal writing. Instructors can set the tone by having a discussion with students on favourite music bands, the music industry, bittersweet memories, and expectations in life. The <i>Teacher’s Guide</i> links this selection with the following jobs: writer, reporter, music promoter, club owner or manager.</p> <p>6. Instructors may have students use the CD Making It Work: Interactive Software for Reading, Writing, Language, and Media included with the <i>Making It Work Teacher’s Guide</i>.</p>	

Unit 3: Research--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. This unit is meant to be an introduction to research. It is not meant to go into the depth as expected in Level III English. <i>Making it Work</i>, page 54, briefly describes what is involved in research. The <i>Making It Work: Interactive Software for Reading, Writing, Language and Media</i> CD contained in the <i>Teacher's Guide</i> provides two activities that can be beneficial to students. Once loading the CD, click on "How to Research" and "How to Search on the Internet".</p> <p>2. Instructors should inform students that it is unnecessary to read all of the selections listed from <i>The Road Ahead</i> in detail. The purpose of the exercise is for students to determine the usefulness of the resources. Student can skim the material, paying close attention to the headings, visuals, and basic information. Students should be able to evaluate whether or not some sources are easier to use. Students may find the research content on the CD referenced above useful.</p> <p>3. Students are required to select a topic of interest. Topic suggestions are provided in the Study Guide. Topics should be practical and relevant such as consumer purchases, workplace topics, vacation destinations, etc. Broad topics should be avoided. Again, students may find the CD referenced above useful.</p> <p>4. Instructors may have students use the CD Making It Work: Interactive Software for Reading, Writing, Language, and Media included with the <i>Making It Work Teacher's Guide</i>.</p>	<p>1. Instructors may ensure that students understand the reading on page 54 of <i>Making It Work</i>. Students at this level will probably have a limited exposure to research as an educational activity. It is likely that students will be familiar with looking up information on the internet. Instructors will also want to ensure that students understand that there are other sources of information such as newspapers, magazines, etc.</p> <p>2. Instructors can make informal observations and participate in discussions about the sources of information contained in <i>The Road Ahead</i>. Instructors may ask questions to determine students' understanding of the usefulness of these resources. Written response work will show students' understanding of the outcomes. If a student does not understand the outcome, re-teach the material as appropriate.</p> <p>3. Instructors may discuss the process of topic selection with students. Students should understand that it is best to select a topic in which they have a genuine interest. Through discussion, ensure students understand where to locate quality information on the topic as well as how to document the source. Written responses will show level of understanding in a more formal sense.</p>

