

**Sistema Universitario Ana G. Méndez
Metro Orlando Campus
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

ENGL 154/104

Basic Reading Comprehension

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Syllabus

- I. Course Title:** Basic Reading Comprehension
- II. Codification:** ENGL 154/104
- III. Duration:** Five Weeks
- IV. Pre-requisite:** ENGL 153/103
- V. Description:**

This course is designed for first year university students and addresses English at the basic level. The course will develop reading comprehension in students who have had some previous experiences with English in an English-speaking environment. The mayor emphasis is on teaching the students to read and comprehend English as a second language.

VI. General Objectives:

As outcomes of this course, students will:

1. Use the skills and strategies that will enable them to improve their reading comprehension in English.
2. Concentrate on words they know and thereby to increase their confidence.
3. Use clues for general comprehension
4. Use the dictionary correctly for learning new vocabulary
5. Identify vocabulary definitions using context of the sentence as a first alternative

VII. Text and Resources:

a. Suggested Text:

Strategic Reading 3: Building Effective Reading Skills. Jack Richards and Samuela Eckstut-Didie

Recommended novel: *Tears of a Tiger* by Sharon M. Draper

Spanish - English dictionary

English – Spanish dictionary

English – English dictionary

VIII. Internet Resources:

Workshop One

Reading Comprehension Free Worksheets - <http://rhlschool.com/reading.htm>

Ohio University Activities

<http://www.ohiou.edu/esl/english/reading/activities.html> (Specifically refer to:

<http://www.lclark.edu/~krauss/toppicks/identity.htm>)

Naming Traditions - <http://www.rootsweb.com/~genepool/naming.htm>

Ancestors Vital Records Naming Traditions Extra

<http://www.pbs.org/kbyu/ancestors/records/vital/extra5.html>

About Names – Behind the Name <http://www.behindthename.com/intro.html>

About Names – Behind the Name Sources of First Names -

<http://www.behindthename.com/sources.html>

Quest Website Chapter 7 -

<http://www.mhhe.com/socscience/esl/quest/bk2ch07m1aprac.mhtml#here>

Workshop Two

Ohio University Activities

<http://www.ohiou.edu/esl/english/reading/activities.html>

THE READING ZONE from English-Zone.Com [http://english-](http://english-zone.com/reading/index.html)

[zone.com/reading/index.html](http://english-zone.com/reading/index.html)

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

Definitions of Basic Sentence Parts

<http://webster.comnet.edu/grammar/definitions.htm>

Workshop Three

THE READING ZONE from English-Zone.Com [\[zone.com/reading/index.html\]\(http://english-zone.com/reading/index.html\)](http://english-</p>
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Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

HOW TO WRITE A MOVIE REVIEW

<http://members.tripod.com/MJsWalkAbout/moviehow-to.html>

Entertainment "How to Write a Movie Review"

<http://www.millikin.edu/mr/Entertainment/howto2.html>

Helping Strangers in Need

<http://www.topics-mag.com/edition14/help-stranger-page.htm>

Workshop Four

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

410 Reading Exercises

<http://web2.uvcs.uvic.ca/elc/studyzone/410/reading/index.htm>

'Love ___ A Thousand Miles Close' - a short yearning love story

<http://lovestories.hopcott.net/amir-saleem/love-1000-miles/index.html>

SQ4R - <http://depts.gallaudet.edu/englishworks/reading/sq4r.html>

Workshop Five

Ohio University Activities

<http://www.ohiou.edu/esl/english/reading/activities.html#AllLevels>

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

THE READING ZONE from English-Zone.Com <http://english-zone.com/reading/index.html>

Body Language Center - <http://www.angelfire.com/co/bodylanguage/>

Workshop Six

Ohio University Activities

<http://www.ohiou.edu/esl/english/reading/activities.html#AllLevels>

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

Grammar: Prefixes and Suffixes

<http://www.emints.org/ethemes/resources/S00000469.shtml>

Workshop Seven

Ohio University Activities

<http://www.ohiou.edu/esl/english/reading/activities.html#AllLevels>

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

Workshop Eight

The Lexile Framework for Reading Website- www.lexile.com

IX. References and supplementary material:

Blanchard, Karen and Christiene Root. (1996). *For Your Information*. White Plains, NY: Addison Wesley.

Draper, Sharon M. (1994). *Tears of a Tiger*. New York : Simon & Schuster. 162 pages

Garcia-Arroyo, Matilde. (1997). *My Reader Response Journal*. Camera-Mundi, Inc. Caguas Puerto Rico.

Haugness, Natasha and Beth Maher (1998). *North Star: Focus on Reading and Writing*. White Plains, NY: Addison Wesley.

Kim, Elaine and Pamela Hartmann. (1996). *A Reading Skills Book*. New York: McGraw-Hill Co.

Richards, Jack and Samuela Eckstut-Didier. (2003). *Strategic Reading @:Building Effective Reading Skills*. Cambridge University Press.

X. Evaluation:

A maximum of seven hundred and thirty points must be accumulated during this course. Evaluation should be continuous based in the information collected through assessment activities.

A final project or equivalent will be administered to all students. No one is excused from doing this activity; failure to do it will be reported as an incomplete.

Facilitator will confirm the suggested distribution:

Student's Dictionary 50 points (Appendix A)

Class Participation 80 points (Appendix B)

Reading Log	100 points (Appendix C)
Writer's Journal	100 points (Appendix D)
Short Story Report	100 points (Appendix E)
Novel Report	100 points (Appendix F)
Computer Lab Hours	100 points (Appendix G)
Course Exam	100 points

Bonus points will be awarded for in-class projects...

Any change in the evaluation criteria will be announced during the first workshop. Guidelines and rubrics for each project are on the Appendix section.

The following table will be used to grade the student's performance:

90-100	A
89-80	B
79-70	C
69-60	D
59-0	F

1. **Student's Dictionary:** See Appendix A for details. This Assignment is due on **Workshop Seven**.
2. **Writer's Journal.** You should make at least one entry each week for seven out of the eight weeks. As you walk into the classroom, please hand in your writer's Journal every week! The facilitator will look at your writer's Journal and assess that you write entries throughout the course, and NOT on the last week only. Every time your facilitator assesses the Journal, he or she will look at it to see if you have an entry. Points will be scored every week. (See Appendix D)
3. The facilitator must sign off your **reading log** in every class. All the exercises you do as assignments should be included in your reader's log as well as your reactions to the readings. You will turn it in during Workshop 7; however the facilitator will need to sign it off every week. (See Appendix C)

4. **Short Story Report.** See Appendix E for details. This presentation is due on Workshop Five.
5. **Novel Report:** Students will have to read a short novel and create a presentation on a specific topic. The facilitator may choose to read the novel in class. This presentation is due on Workshop Eight.
6. **Computer Lab Hours are required in language classes. These hours will help you acquire and practice skills and strategies learned in the classroom. You will have to visit the Lab prior to each workshop. A minimum of five hours a week is required.**
7. **Course Exam: Students will take a course exam. All terms must be assessed during this test.**
8. **Other class presentations:** Other class presentations will be necessary during this course. This presentations will give you bonus points as well as points for participation in class.

X. Description of Course Policies:

1. This course follows the Sistema Universitario Ana G. Méndez Dual-Language Discipline-Based Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This

- should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
 3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time. Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
 4. If a student is absent to more than one workshop the facilitator will have the following options:
 - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
 - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
 5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same

- content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
 7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own **(See Academic Honesty Policy)**
 8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
 9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
 10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
 11. Children or family members that are not registered in the course are not allowed to the classrooms.
 12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Workshop One

I. Specific Objectives:

At the end of this workshop, students will:

- i) Guess meaning from context
- ii) Understand main idea
- iii) Understand details
- iv) Make inferences
- v) Predict outcomes

II. Language Objectives:

- i) Students will discuss orally the main ideas they found on naming traditions.
- ii) Students will write a descriptive paragraph using appropriate adjectives to guess meaning from context.

III. Web Sites:

Reading Comprehension Free Worksheets - <http://rhlschool.com/reading.htm>

Ohio University Activities: <http://www.lclark.edu/~krauss/toppicks/identity.htm>)

Naming Traditions - <http://www.rootsweb.com/~genepool/naming.htm>

Ancestors Vital Records Naming Traditions Extra

<http://www.byubroadcasting.org/ancestors/>

About Names – Behind the Name <http://www.behindthename.com/intro.html>

Quest Website Chapter 7 -

<http://www.mhhe.com/socscience/esl/quest/bk2ch07m1aprac.mhtml#here>

III. Assignments prior to workshop one:

1. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and

- skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.
2. Visit the Web sites:
 - <http://rhlschool.com/reading.htm>. Complete exercises 2 and 3 from Volume 6. (09/25/00 Number 3, *Using Inference* 09/18/00 Number 2, *Word Meanings From Context*)
 - <http://www.lclark.edu/~krauss/toppicks/identity.htm> Complete exercise Losing Identity and print results
 3. Read and bring to class one article related to the following topics:
 - Naming traditions
 - Customs and traditions with maiden names
 4. Complete a K.W.L. chart about the reading.

If you cannot find a reading on your own, maybe these links may help:

 - <http://www.rootsweb.com/~genepool/naming.htm>
 - <http://www.pbs.org/kbyu/ancestors/records/vital/extra5.html>
 - <http://www.behindthename.com/intro.html>
 - <http://www.behindthename.com/sources.html>
 5. Interview about 20 people and ask them:
 - Are you happy with your name?
 - Where does your name come from?
 5. Bring information about finding the main idea and details in a paragraph, and be ready to discuss.
- 4. Activities**
- 1) Self -Introduction of the facilitator and students using an icebreaker activity. (See Appendix F for a suggested Getting to know you Ice-breaker)
 - 2) Overview of the course – Discuss assignments and projects needed. Assign novel. Recommendation: *Tears of a Tiger* by Sharon M. Draper
 - 3) Discuss evaluation scheme and criteria.

- 4) Students can work in groups to discuss the reading brought to class about the history and traditions in naming. Students will present the main points of their reading and interviews to the class. Some questions that may help in the discussion:
- a. What interesting fact did you find out about names in your culture?
 - b. Where you curious about your name and where it came from?
 - c. Do you know what your name means or Why were you named the way you were?
 - d. Is your article or the information you found applicable to you?
 - e. Do these patterns and this information apply to your culture?
 - f. What do you find interesting about naming traditions in other cultures?
 - g. Is your article or the information you found applicable to you?
- 5) Review what “Topic Sentence,” “Main idea,” and “Details” are in writing. See PowerPoint slides in Appendix I to review and complete practice.
- 6) Facilitator gives a situation and asks students to make an inference. Situation Ex. 1: It is cloudy and windy outside! What do you infer? Now, discuss “Making inferences” (See PowerPoint and exercise in Appendix J)
- 7) Assign this exercise to students. Students will fill in the instructor’s part to have results emailed to facilitator. Complete exercise at:
<http://www.mhhe.com/socscience/esl/quest/bk2ch07m1aprac.mhtml#here>
 Click on Getting Started to read the situation, then click on take quiz.
- 8) Facilitator will give an example of a word in context for the students to try to figure out meaning. Facilitator can make up a few examples like:
What a *pulchritudinous* day! It feels perfect! – Students, without using a dictionary, will try to figure out the meaning of the word “*pulchritudinous*” which means “beautiful.”

- 9) Give students 15 minutes to create their own descriptive sentences (5). Students will then share them with the group and classmates will have to figure out the meaning of the word based on clues. **Students should use a thesaurus to create their sentences.**
- 10) Facilitator will guide a discussion on Guessing Meaning from Context using PowerPoint Slides in Appendix G. Students will complete the exercise in Appendix H.
- 11) Discuss the topic of Predicting Outcomes. (Use handout provided in Appendix K)
- 12) Assign exercise on Appendix K for homework.
- 13) If time left facilitator may introduce novel assigned to students.
- 14) **Writer's Journal Reflection:** Students will write a one-page reflection on the topics learned today and how they can apply them to their lives. Include this in your Writer's Journal for Workshop Two.

Workshop Two

I. Specific Objectives:

At the end of this workshop, students will:

- i. Recognize point of view and author's purpose
- ii. Recognize sources
- iii. Scanning
- iv. Skimming
- v. Parts of Speech

II. Language Objectives:

- i. Students will discuss orally the main ideas or main points of the first four chapters of the novel.
- ii. Students will answer questions using complete sentences.
- iii. Students will identify the part of speech in different sentences.

III. Web Sites:

THE READING ZONE from English-Zone.Com <http://english-zone.com/reading/index.html>

Reading Comprehension Free Worksheets
<http://www.rhlschool.com/reading.htm>

IV. Assignments prior to workshop two:

1. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.
2. Visit the web sites:
 - ii. <http://english-zone.com/reading/index.html>
 - a. Elephants
 - b. Dolphins

- iii. <http://www.learner.org/exhibits/literature/read/pov1.html>
 - a. Point of view
 - b. Types of Point of View
3. Find information on Author's Purpose
4. Find information on the concepts scanning and skimming and write a summary of your findings. Place this in your Writer's Journal.
5. Find Information on prefixes and suffixes. Why is it important to recognize it?
6. Read your novel and make an entry on your reading log.

IV. Activities

- a) Students will hand in their Writer's Journal and Reading Log.
- b) Students will read their novel for the first 15 minutes of class. Facilitator will start checking their Writer's journal.
- c) Put students in groups of three. Have students talk about Chapters one, two, three, and four of their novel (page 1-14) –subject to change by the facilitator.
 - i) What was it about?
 - ii) What did they like about it?
 - iii) What did they learn about it?
 - iv) What did they dislike from it?
- d) Ask students to prepare an oral presentation that summarizes the chapters read. They may use role-play, pictures or even toys if available.
- e) They will have 30 minutes to do this. Meanwhile the teacher will check the Writer's Journal, and assess it using the rubric available in Appendix C.
- f) Give students a 15-minute break, and then when they come back, they should be able to present their reports.
- g) Facilitator guides a discussion on Parts Of Speech. (See PowerPoint in Appendix L) or Facilitator may use his\her own.
- h) Students will complete the exercises in Appendix L. Students will create a concept map for each one of the parts of speech. Students will share their work with the rest of the class.
- i) Students will meet in groups and discuss the information found on point of view and author's purpose. Students will prepare a presentation. This presentation is due next week.
- j) Writer's Journal Reflection: Write a brief anecdote about a situation in which you had helped a stranger or had been helped by a stranger. Students could also pick a character from the novel and show how they will help that character and why.

Workshop Three

I. Specific Objectives

At the end of this workshop, students will:

1. Recognize the author's purpose in reading
2. Relate reading to personal experience
3. Recognize similarities in meaning
4. Review guessing meaning from context
5. Recognize sources of reading
6. Summarize

II. Language Objectives

1. Students will write a descriptive paragraph. Students will use conjunctions to create compound sentences.

III. Web Sites

THE READING ZONE from English-Zone.Com <http://english-zone.com/reading/index.html>

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

Helping Strangers in Need <http://www.topics-mag.com/edition14/help-stranger-page.htm>

IV. Assignments prior to workshop 3 (Facilitator will need to ask for the computer lab for this workshop)

1. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and

skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.

2. Look for short stories, make copies and bring them to class.
3. Go to the web site <http://english-zone.com/reading/index.html>, read and complete the exercises for: U.S. President-Chart Study. (Include information in your Reader's Log.)
4. Go to the website <http://www.rhlschool.com/reading.htm>, read and complete exercises for: Volume 6 exercises 8 and 10. (Include information in your Reader's Log).
5. Visit the website <http://www.topics-mag.com/edition14/help-stranger-page.htm> (also available in Appendix P) Read one of the articles and write a short (8 to 10 sentences) paragraph where you describe what you would have done in that same situation. Use conjunctions to create compound sentences in your paragraph.

V. Activities

1. Remember to hand in your Writer's Journal and Reading log.
2. Students will have their oral presentations on point of view and author's purpose.
3. Facilitator will discuss Author's Purpose and Point of View with students.
4. Bring in list of stories, copies and URL addresses with different short stories. Put students into pairs. Have pairs select one story. If students want to work alone, they may. Tell students they need to prepare a report on the story they have selected. List of stories is available in Appendix E. Discuss Appendix E, which explains and suggests different ways to present their report. This assignment will be due on the **fifth workshop**.
5. Set students in groups of three (3). Have them share their paragraph where they say what they would have done in the same situation (Assignment 5- Appendix P.) Be ready to share.
6. Students will spend quality time in the computer lab.

7. Writer's Journal Reflection: Write a one-page reflection on what you have learned so far. How will you apply this to your professional and personal life?

Workshop Four

I. Specific Objectives:

At the end of this workshop, students will:

1. Use previous knowledge in reading
2. Practice guessing meaning from context
3. Understand main idea
4. Understand figurative language
5. Make predictions
6. Understand details

Language Objectives:

1. Students will orally discuss the main points of the story: "The American Pepper." Students will use Standard English during this discussion.
2. Students will use the SQ4R method to understand a story. Students then will share main ideas of the selection using interesting adjectives.
3. Students will use future tense to predict.

III. Web Sites

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

410 Reading Exercises

<http://web2.uvcs.uvic.ca/elc/studyzone/410/reading/index.htm>

'Love ___ A Thousand Miles Close' - a short yearning love story

<http://lovestories.hopcott.net/amir-saleem/love-1000-miles/index.html>

SQ4R - <http://depts.gallaudet.edu/englishworks/reading/sq4r.html>

III. Assignments prior to workshop 4.

1. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report

provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.

2. Visit the web site: <http://www.rhlschool.com/reading.htm> and complete Volume 6 exercises 11,12.

3. Visit the web site <http://web2.uvcs.uvic.ca/elc/studyzone/410/reading/index.htm>.

Read the story: "The American Pepper". Complete the exercises and write a summary.

IV. Activities

Remember to hand in your **writer's journal and reading log**.

1. Students will read during the first 15 minutes of class. Meanwhile facilitator will check on their Writer's Journal.

2. Students will have 20-25 minutes to write a role-play in which they show how to help others in need. They will need to create a possible situation, assign roles and act out their script. They can use similar situations to the ones read for the assignment, as well as one of their own situations. Students could also act several chapters of their novel and help one of the characters.

3. Socially discuss the story "The American Pepper".

4. Discuss Appendix S SQ4R. Also available online at:

<http://depts.gallaudet.edu/englishworks/reading/sq4r.html>

5. Using the SQ4R method discussed, read the story available on Appendix T "Love ___ A Thousand Miles Close' - a short yearning love story from Amir Saleem's short love stories" or online at: <http://lovestories.hopcott.net/amir-saleem/love-1000-miles/index.html>.

6. Have students discuss their reactions and findings to the reading.

7. In small groups, have students predict how families will be in the year 2051. Have them write a role-play and dramatize their predictions. As they plan this activity, the facilitator should check students' writer's journal. Use rubric in Appendix D to assess the writer's journal.

8. Students dramatize their role-plays.
9. In small groups, students will discuss the role of men and women in today's society.
10. Using graphics, students will identify the responsibilities that have drifted from men to women and vice versa.
11. As a group, students will exchange their ideas about the subject.
12. Writer's Journal Reflection: Students will write a paragraph about families or the role of men and women on society and add to their writer's journal.

Workshop 5

Unit 8 Communication

I. At the end of this workshop, students will:

1. Restate their ideas
2. Recognize similarity in meaning
3. Recognize audience
4. Recognize the tone of the author

II. Language Objectives:

- i. Students will use Standard English to present their short story reports.
- ii. Students use conjunctions to create compound sentences.

III. Web Sites

Ohio University Activities

<http://www.ohiou.edu/esl/english/reading/activities.html#AllLevels>

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

THE READING ZONE from English-Zone.Com <http://english-zone.com/reading/index.html>

Body Language Center - <http://www.angelfire.com/co/bodylanguage/>

III. Assignments prior to workshop 5:

1. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.
2. Visit the web site: <http://www.rhlschool.com/reading.htm> and complete Volume 6 exercises 14 and 15.

3. Visit the web site: <http://english-zone.com/reading/index.html> and complete exercises for “The Tell-Tale Heart’ and/or “Aesop’s Fables”.
4. Research on audience and tone. Be ready to present this information to the rest of the class.

IV. Activities

1. Remember to hand in your Writer’s Journal and Reading Log.
2. Students will read for 15 minutes.
2. Talk about communication problems. Make a list of possible problems we encounter when communicating in both languages. Compare and Contrast problems encountered in English and Spanish. Use conjunctions to create compound sentences and present your ideas to the rest of the class.
3. Put students in groups and have them write a role-play where they exemplify one or more of the problems they mentioned on the list.
4. Have them dramatize their role-play.
5. Students will use Standard English to present their Short Story Report project.
6. Students will get together and talk about the information they found on audience and tone. Why is this important for reading comprehension?
7. Students will prepare a short report and give examples of it- If there is no time students will present their findings on workshop 6.
8. Writer’s Journal Reflection: How can I become a professional?

Workshop Six

I. Specific Objectives:

At the end of this workshop, students will:

1. Use the dictionary correctly
2. Recognize prefixes and suffixes
3. Identify the main points in writing

II. Language Objectives:

1. The student will use a term correctly according to its definition and part of speech.
2. The student will be able to identify prefixes and suffixes in reading.
3. The student will write a persuasive report.

III. Web Sites

Ohio University Activities

<http://www.ohiou.edu/esl/english/reading/activities.html#AllLevels>

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

III. Assignments prior to workshop 6:

- a. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.
- b. Visit Website <http://www.rhlschool.com/reading.htm>, complete and place in your Writer's journal the following exercises:
 - i. Volume 7: Exercise #2
 - ii. Volume 8: Exercise #3 and answer questions
 - iii. Volume 9: Exercise #2

- c. Review all strategies learned throughout the course. You will take a test on the following topics:
 - i. Main idea and details
 - ii. Context Clues
 - iii. Author's Purpose
 - iv. Tone
 - v. Point of View
 - vi. Making Inferences
- d. Read your novel and make sure you write down the important points in your reading log.
- e. Look for information on prefixes and suffixes.
<http://www.emints.org/ethemes/resources/S00000469.shtml> You may use other websites as well.
- f. Complete Writer's Journal Reflection
- g. Keep in mind that your Dictionary is due next week. You will present your dictionary to the class.

IV. Activities

1. Remember to hand in your Writer's Journal and Reading Log.
2. Students will read for 15 minutes. The facilitator will start assessing their writer's journal.
3. Students will meet with their groups to discuss methods to present their novel report.
 - a. Analyze Characters
 - b. Analyze Setting
 - c. Analyze Problem and Solution
 - d. Identify the main topics of the novel
 - e. Analyze author's purpose and point of view
4. Student will take the test.
5. Students will select the movie to watch on Workshop 7. See Appendix R.

6. Divide the students in groups of two. The facilitator will give 5 terms to students, and they will have 20 minutes to complete this activity. Example of terms to use: abnormal; plagiarism; fan; normal; addict. Students will have to:
 1. Look for the word's definition
 2. Look for the word's part of speech
 3. Create a short scenario using this word.
 4. The student will have to follow this procedure five times.
 5. The student will use an online dictionary for three terms and a dictionary from the library for two terms.
 6. Come to the class ready to present your findings.
7. Why is it important to identify suffixes and prefixes? The facilitator will open a discussion on these topics, give examples and provide exercises. Students can visit this website for more information.
<http://www.emints.org/ethemes/resources/S00000469.shtml>
8. Writer's Journal Reflection: Write a one-page **persuasive** report on a situation from the novel.

Workshop Seven

I. Specific Objectives:

At the end of this workshop, students will:

- i. Use of context clues
- ii. Review synonyms
- iii. Understand author's purpose
- iv. Make inferences

II. Language Objectives:

- i. The student will use appropriate English to debate about the importance of context clues.
- ii. The student will make a summary.

III. Web Sites

Ohio University Activities

<http://www.ohiou.edu/esl/english/reading/activities.html#AllLevels>

Reading Comprehension Free Worksheets

<http://www.rhlschool.com/reading.htm>

IV. Assignments prior to workshop 7:

A. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.

B. Visit Website <http://www.rhlschool.com/reading.htm>, complete and place in your Writer's journal the following exercises:

- ii. Volume 5: Exercise #27
- iii. Volume 5: Exercise #31- The Painting

C. Get with your group to work on the Final Novel Report

- D. Complete your dictionary.
- E. Write your Writer's Journal Reflection located at the end of Workshop 6.
- F. Be ready to present your dictionary to the rest of the class.
- G. Have your Reading Log ready to turn in.
- H. Read Appendix M, O and Q for information on movie reviews.

IV. Activities

1. Remember to hand in your writer's journal. Turn in your Reading Log.
2. Students will read for 15 minutes. The facilitator will start assessing their writer's journal.
3. Facilitator will answer questions about the novel report due next workshop.
4. Students will have 5 minutes to get ready and present their dictionaries. Students will have 20 minutes to present their work. Be creative!
5. In groups students will discuss the importance of using context clues to understand meaning. Based on what they have learned in previous workshops they will take two sides. One group will be against using context clues and the other will be in favor of using context clues. Each side would need to prove their theory base on examples, previous knowledge, etc. Be creative!
6. Students will watch a movie in class and will summarize the movie's main points. Students will use Appendixes M and N to complete this assignment.
7. Writer's Journal Reflection: What do you enjoy the most: watching a movie or reading a book? Why? Think about similarities and differences.

Workshop Eight

I. At the end of this workshop, students will:

1. Show understanding when reading
2. Demonstrate knowledge on specific topics
3. Use skills and strategies learned throughout the course.

II. Web Sites

The Lexile Framework for Reading Website- www.lexile.com

III. Assignments prior to workshop 8:

- I. Complete your Writer's Journal Reflection
 - II. Be ready for your final project: Novel Report
 - III. Use the website given to learn about lexiles and the importance of it when it comes to reading comprehension.
- h. In order for you to improve your language skills and continue practicing you are required to use the Computer Lab at least three (3) hours a week. Use Rosetta Stone/Ellis program(s) to practice English. It is important that you print a report provided by these programs as evidence of the time spent and skills practiced. For more information on how to print reports and/or using these programs contact the library officer to assist you.

IV. Activities

1. Turn in your Writer's Journal.
2. Students will read silently for 15 minutes.
3. Students will take 10 minutes to get ready and present.
4. Students will have time after each presentation for questions.
5. Facilitator will review all objectives covered.
6. Students will complete evaluation forms.
7. Facilitator will return students' tests and will take time to discuss it with the group.
8. Question and answer session.

9. Facilitator will talk about the importance of using lexiles to find adequate books.
10. Students' self-evaluation activity. Students can talk about their accomplishments in this course, or the facilitator can create a form where students share their thoughts.
11. Allow time for questions.
12. Students will have time to write their last reflection. Facilitator may choose a topic or students may write about their experiences throughout the course.

Appendixes

Appendix A:

Student's Dictionary

The objective of this project is to increase your vocabulary. The importance of this work is that you are going to create your own dictionary. As you encounter difficult words in your readings make a habit to write them down in a piece of paper or notebook. Then, **look for the meaning** of these words in a dictionary. It is important to know the **part of the speech** in which the word is used.

For the purpose of this course, your dictionary should contain more than 50 words. Each word should be accompanied with **its definition and a sentence**. Words must be in **alphabetical order and definitions should be accurate according to the part of speech the word represents in the sentence**. Make sure to **identify the part of speech**. Work should be typed. Optional way of handing in would be to turn in the student dictionary in Index cards.

10-9	8-7	6-5	4-3	3-0
Definitions were accurate in all the words.	Definitions were accurate in most of the words	Definitions were accurate on 50% of the words	Definitions were not accurate in most of the words	Definitions were not included for most of the words.
The part of speech was identified correctly in each word	Most of the words were identified correctly with its part of speech.	Half of the words were identified correctly with its part of speech.	Some of the words were identified correctly with its part of speech.	Few words were identified correctly with its part of speech
The sentences were related to the meaning of the words and free of error.	Most of the sentences were related to the meaning of the words. Sentences contain few errors	The sentences were related to the meaning of the words in about 50% of the time. Some errors in the sentences	Most of the sentences were not related to the meaning of the words. Sentences contain many errors.	The sentences were not related to the meaning of the words. Sentences contain many errors.

The words were in alphabetical order	One or two words were not in alphabetical order	3 to 4 words were not in the correct order	5 to 6 words were not in the correct order	More than 7 words were not in the correct order
The reflection was a well thought essay and free of errors	The reflection was a good thought essay with minor errors in grammar	The reflection was acceptable but it had some errors in grammar	The reflection was not easy to follow although relevant information was given. It had many errors.	Reflection was lacking organization and coherence. It contained many errors in grammar.

Appendix B:**PARTICIPATION APPRAISAL**

Name: _____ Date: _____

This appraisal form is to be used to evaluate your in-class participation and leadership. ***This is how I will evaluate*** how you got involved in both- class discussions and group activities. I will circle the value I believe best describes your work in each area. Then I will total the score at the bottom of the form to determine your overall participation level. The maximum score is 70 points.

Attendance: Based on number of class absences.

0	2	4	6	8	10
Missed more than four	Missed four	Missed three	Missed two	Missed only one	Didn't miss any!

Group Involvement: (Rate 0-low to 4-high) **Circle One**

Added to group discussion frequently	1	3	3.5	5	7
Showed interest in the group discussion and activities	1	3	3.5	5	7
Led group discussions	1	3	3.5	5	7
Asked questions to others/Answered questions of others	1	3	3.5	5	7
Was prepared for group discussions	1	3	3.5	5	7
Participated freely and cooperated to assist the group	1	3	3.5	5	7

Class Involvement (Rate yourself from 0-low to 4-high)					
Added to class discussions frequently	1	3	3.5	5	7
Showed interest in class discussions	1	3	3.5	5	7
Asked pertinent questions in class	1	3	3.5	5	7
Came prepared to each class (Brought homework, had read)	1	3	3.5	5	7
FINAL GROUP AND CLASS PARTICIPATION GRADE					<u>170</u>

Appendix C:

Reading Log

A Reading Log is a collection of the articles, essays, stories and other reading material that you may encounter in this course. It will give you the opportunity to reflect upon your reading and to have a better understanding of your readings.

For the purpose of this class, several charts to react to your reading will be supplied to you by the facilitator. It is very important that you complete each chart or table according to the instructions given. (See Appendix V)

K.W.L. chart is a table that would guide through your reading process. The first column is used to write down all the information that you know about the topic. The second column is to note down possible questions about what you would like to know about the topic. The last column is to write the things that you have learned about the topic. It is important to know that columns 1 and 2 should be done before reading and the last one is after reading the article.

Rubric for the reading response journal

10-9

Demonstrates involvement with text by relating them to own experiences or questioning or evaluating ideas there. In other words, demonstrates ability to analyze and read critically clearly shows that he/she understands that by writing about the text one can explore and discover the author's possible message. Wrote an entry for most of the readings assigned.

8-7

Demonstrates some degree of involvement with the texts. Sometimes relates them to his/her experiences or questions ideas in the text demonstrating some ability to analyze and read critically. At times just write a short summary of a reading possibly to demonstrate he/she has read the text. Wrote an entry for more or less eighty percent of the reading assigned.

6-5

Tends to summarize texts or to give his/her opinion of material read possibly to demonstrate he/she read the assigned text. Wrote an entry for at least sixty percent of the reading assigned

4-3

Only writes a very short summary of texts read. Wrote an entry for more or less forty percent of the readings assigned.

2-1

Very often does not write an entry for the readings assigned. The entries written barely demonstrate that the readings have been done.

0

No responses.

Taken from *My Reader Response Journal* by Dr. Maty Garcia

Appendix D:

Writer's Journal Process Rubric

This rubric will be used each week. I will skim and scan your journal for new entries every week. You should have your assignments ready before every class.

This is what I will be looking for:

Student's Name _____

Week _____

Criteria	Maximum Points	Actual Score
Is it typed or legible? Written after pausing to reflect on the topic.	If so, you get 5 points	
Scribbled 15 minutes before class or during class time	If so, you get 0 points	
Do you have your exercises for this week?	If so, you get 5 points	
You don't have a journal entry for this week.	If so, you get 0 points	
Your entry seems to show you dedicated time and effort to writing. It develops the ideas thoroughly	If so, you get 5 points	
Your entry is very short. One or two sentences	If so, you get 0 points	
Are you entries dated?	If so, you get 5 points	
Are you entries all disorganized? No clear date	If so, you get 0 points.	

for the entry is given.		
Was the journal available at the beginning of the class or when the facilitator requested it?	If so, you get 5 points	
Did you hand it in at the end of the class, or after facilitator finished revising portfolios?	If so, you get 0 points.	
TOTAL	Did you get 25 points or did you get 0?	

WRITING EVALUATION GUIDELINES

A TOOL FOR ASSESSING WRITTEN ASSIGNMENTS

An A Journal demonstrates excellence consistently throughout. In addition to being complete, the Journal is outstanding because: 1) the reflective entry creates a thoughtful, often provocative context for the rest of the Journal. In it, the writer intelligently reflects on his/her changing processes over the course of the term. The writer risks complex ideas. The writer's essays teach me something; prompt me to pause, to question, to challenge, to think.

A B Journal is very good because it is complete and goes beyond the requirements of the Journal assignment in significant ways. Like in the A Journal, the reflective entry creates a meaningful context for the rest of the Journal. Throughout the Journal--in the letter and the revised pieces--the writer develops complex ideas and expresses those ideas clearly. It can miss the "A" mark for a number of reasons, some of which include the following: While the expression is sophisticated, the ideas are less compelling, usually because the writer "plays it safe" and closes down ambiguity instead of risking an examination of it. Or, the writer may risk complex

ideas but lacks the expressive competency to communicate them effectively. For example, s/he may use simple sentences to convey meaning. Or perhaps paragraphs lack development, with transitions that border on the formulaic. There may be flashes where the writer brings them together, but this excellence is not consistently upheld throughout the Journal.

A C Journal meets the requirements of the assignment. It is complete, and the reflective entry describes the writer's revisions. In general, "C" work is simple, in both its content and expression. The ideas are clear and adequately developed, but the writer's examination of them lacks depth: Insights are obvious and lack the self-conscious awareness exhibited in more impressive work. While the writer meets the assignment requirements, s/he needs to analyze and reflect in more sophisticated and challenging ways.

D/F Journals fail to meet the requirements of the assignment. The Journal may be incomplete, or the final entry may reveal the writer's failure to revise and edit thoughtfully and carefully. For example, the reflective entry may sound like something the writer cranked out 20 minutes before class: It might be funny or cute, but it fails to reflect on the writer's relationship to language. Other times the contents of the Journal reveal that the writer hasn't done much thoughtful writing during the course.

Appendix E:

Short Story Report

This project you shall do in pairs. You and your partner should visit your local or school library or the Internet and select a short story. Following are some titles that may help you.

Internet Short Stories:

or

<http://web2.uvcs.uvic.ca/elc/studyzone/330/reading/index.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/410/reading/index.htm> (all except “The American Pepper”)

<http://www.online-library.org/fictions/>

http://www.indianchild.com/short_stories.htm

<http://mysteries.mysterynet.com/>

<http://www.stories.org.br/>

The facilitator may also provide short stories.

Once you have selected the story, read and react to it. Use the techniques studied in class: the KWL chart, the SQ4R method, or any other method you may find or like.

Prepare a Short Story report. The following suggestions are only ideas on how to present a creative short story report. Remember whatever you decide to do; you should be able to speak about it. If suggestions ask you to write something, be ready to read it aloud. Use one or several of the following suggestions for your presentation: (Some other ideas available at:

<http://www.ncsu.edu/midlink/bkfair/books.alive.html>)

- 2) WRITE THE STORY FROM A DIFFERENT POINT OF VIEW. Take an entire story (or part of it) and write a version as someone else would tell it.
- 3) WRITE THE DIARY A MAIN CHARACTER MIGHT HAVE WRITTEN. Imagine you are the person in your story. Write a diary for a few days or weeks as she or he would have done.
- 4) WRITE A CHARACTER SKETCH OF SOMEONE IN THE STORY. This might be the central character or a minor supporting character in the story. Tell what he looked like, but also include favorite color, horoscope sign, sports liked, and even a bumper-sticker or a T-shirt.
- 5) WRITE A PARODY OF THE STORY. This kind of humorous imitation appeals to many students. Parody the entire story or one scene.
- 6) WRITE A PROMOTION CAMPAIGN FOR A MOVIE ABOUT THE STORY. This could include newspaper ad layouts, radio and television commercials, and any special events.
- 7) WRITE A LETTER TO THE AUTHOR OF THE STORY. While authors may not have time to respond to each letter they receive, they do enjoy letters from their readers – especially those that discuss the story in the reader’s own terms.
- 8) PUT TOGETHER A CAST FOR THE FILM VERSION OF A STORY. Imagine the director-producer wants a casting director to make recommendations. Decide who would be the actors and actresses. Include photos and descriptions of the stars and tell why each is “perfect” for the part. Write a report to convince the producer of the selections.
- 9) WRITE A REPORT OF RELATED INFORMATION ABOUT ONE TOPIC OR PERSON IN THE STORY. For example, research

information about the trial of Benedict Arnold, how the covered wagons traveled, fishing off a particular island, and so on.

- 10) MAKE A NEW COVER PAGE FOR THE STORY. It should include an attractive picture or cover design, an original summary of the story, information on the author and illustrator, and information about other stories by the author.
- 11) CONVERT A STORY TO A RADIO DRAMA. Give a live or taped version about the story – or a scene from it – as a radio play. Include an announcer and sound effects.
- 12) DO A DRAMATIC READING (READER'S THEATER) OF A SCENE. Select the scene and ask friends to help read it dramatically.
- 13) CONVERT A STORY INTO A PUPPET SHOW. Make simple puppets (stick puppets, finger puppets, paper bag puppets, and so on) or complex puppets (marionettes) and present the story or an exciting scene from it.
- 14) DO A "YOU ARE THERE" news program reporting on a particular scene, character, or event in the story.
- 15) PREPARE A TELEVISION COMMERCIAL ABOUT A STORY. Imagine a story is the basis for a miniseries on television. Prepare and give the television commercials that would make people want to watch it.
- 16) USE BODY MASKS AND PRESENT A SCENE FROM YOUR STORY. Make full-sized cardboard figures with cutouts for the face and hands. Use them to dramatize the scene.
- 17) DRAMATIZE A SCENE FROM A STORY WITH OTHER STUDENTS TAKING PARTS. If desired, use props and costumes. If the students know the story, improvise the scripts.
- 18) MAKE DISPLAYS OF THE CHARACTERS IN YOUR STORY. Use paraffin, soap, plaster or just use cardboard and/or drawing to present an interesting display of your story.

- 19)MAKE A “ROLL-MOVIE” OF THE SCENES OR EVENTS OF A STORY. Put a series of pictures in sequence on a long strip of paper. Attach ends to rollers and place in a cardboard box. Print simple dialogue to accompany the frames.
- 20)IMPERSONATE A CHARACTER AND TELL AN EPISODE IN A STORY. Dress up as a character and retell the story.
- 21)INTERVIEW A CHARACTER FROM A STORY. One of the readers assumes the role of the character in the story and answers the questions as that character.
- 22)MAKE A TALKING DISPLAY OF A STORY. Tape a dialogue or description about an event, scene, or character.
- 23)DRAW A SCALE MODEL OF AN ITEM IN A STORY. Making an object from the story to scale presents many challenges. For example, try a go-cart, a match-lock gun, or any other item.
- 24)COOK A FOOD MENTIONED IN YOUR STORY. It is always fun to share something to eat. Please cook your recipe at home.
- 25)CONSTRUCT A BUILDING FROM A STORY. Build an item from the story.
- 26)MAKE SOME COSTUME DOLLS FOR A DISPLAY OF CHARACTERS IN A STORY. Create costume dolls and display them.
- 27)LEARN TO PLAY A GAME MENTIONED IN A STORY. Teach it to the rest of the class. (This might be an old-fashioned game or one from another country.)
- 28)CONVERT THE EVENTS OF A STORY INTO A BALLAD OR SONG. Write the lyrics and music or adapt words to a melody by someone else.
- 29)INVENT WORD GAMES FOR YOUR STORY. Create crossword puzzles, word games, and acrostics incorporating unfamiliar vocabulary words, characters, and settings. Distribute to the class.

- 30) **COMPARE LIFE STYLES.** As a group project, have the students compare the way of life in the story to present day living in their community. This can be presented in panel format. For example, the methods of transportation, fashions, foods, customs, religious practices, types of government can be compared to their modern counterparts.
- 31) **PERFORMANCE.** Select a crucial scene from the story and have the members of the group act it out. Have one member interrupt it posing as a reporter. Have him/her interview each character for an on-the-scene “minicam” report.
- 32) **RETURN TO THE FUTURE.** Pretend that you are one of the characters who has “come back” 25 years after the story has ended. Describe your reactions.
- 33) **WRITE AND ACT OUT A TELEPHONE CONVERSATION BETWEEN TWO OF THE CHARACTERS.**
- 34) **STORY COURT.** Hold a “mock trial” to permit one of the characters to defend what he has done in some controversial scene in the story. Let members of the class deliberate as the jury and arrive at a verdict.
- 35) **SILENT PLAYS.** Pantomime a scene from the story. Give special attention to movement and facial expressions to convey the meaning of the scene.
- 36) **PERSONAL TASTE.** Select one character from the story. If he/she were living today, what kind of clothes, books, records, movies, etc. would he/she select? Why would he/she do so?
- 37) **DESIGN THE FRONT PAGE OF A NEWSPAPER.** Write a short news story describing the major event in your story. Include an attention grabbing headline and teasers for the rest of the paper.
- 38) **WRITE A HUMAN INTEREST STORY ON ONE OF THE CHARACTERS IN THE STORY.**

- 39)WRITE AN EDITORIAL ON SOME CONTROVERSIAL ISSUE RAISED BY THE STORY.
- 40)DESIGN A COMIC STRIP RETELLING SOME EVENT IN THE STORY. This may be expanded to tell the whole story of the story as a comic book.
- 41)DESIGN A TIME LINE FOR THE EVENTS IN THE STORY
- 42)PEN SOME POETRY. Write a limerick or a short poem about one of the characters or some event in the story.
- 43)WRITE A BALLAD AND/OR MUSIC TELLING THE STORY. This can be delivered/sung to the class
- 44)CREATE AN EYE-CATCHING POSTER. Choose a scene from the story and cast it in a poster which would attract potential readers or buyers to the story.
- 45)FICTION OR REALITY. Choose a character who seems to have realistic experiences. Write about something similar that has happened to you.
- 46)TRADING PLACES. Write a short paper explaining why you would or would not like to change places with one of the characters in the story.
- 47)DESIGN THE ILLUSTRATIONS FOR THE STORY.
- 48)WRITE A PERSONAL LETTER TO ONE OF THE CHARACTERS YOU ADMIRE OR DESPISE.
- 49)CORRESPOND WITH ANOTHER CHARACTER. Pretend that you are one character in the story. Write a friendly letter to another character.
- 50)BE A MODERN ARTIST. Using various mediums, create a collage that comments on a particular theme or issue in the story.
- 51)COMPILE A SCRAPBOOK OR A MEMORY BOX. Choose one of the major characters in your story, and, as that person, put together a scrapbook or memory box of special memories and mementoes. Be true to your character.

52)THE FORTUNE COOKIE REVIEW. Explain why their messages, given to each of the story's characters, are amazingly appropriate.

Oral Presentation Rubric

Student Name: _____

Date: _____

Criteria	Value Points	Student Total Score
Content		
The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.	10	
The speaker takes into account the specific knowledge and experience of the listener	10	
The speaker uses arguments which are adapted to the values and motivations of the specific listener.	10	
The speaker uses delivery to emphasize and enhance the meaning of the message.	10	
The speaker delivers the message in a lively,	10	

enthusiastic fashion.		
The volume varies to add emphasis and interest.	10	
Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as “ahs,” “uhms,” or “you knows.”	10	

Language		
Student pronounces words in a clear and correct manner so as to make language understood to others	10	
Correct use of grammar and verb conjugation	10	
Use of correct use of vocabulary words to express message	10	
Total Points	100 (70% of content and 30% of language)	Student's Total Score: _____

Student's signature: _____

Facilitator's Signature: _____

Appendix F:**Getting to Know You Icebreaker Activity**

Write down information about yourself next to each item below. Then move around the room and find someone who matches what you wrote about yourself. Have that person sign on the line that matches what you wrote. Share with the classroom when everyone is done.

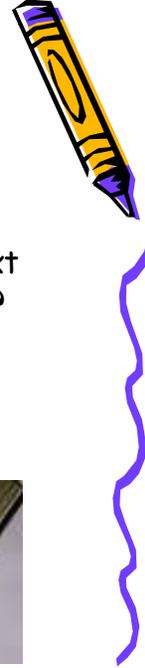
My birth month _____	
My favorite drink _____	
A food I dislike _____	
Number of children in my family _____	
Favorite color _____	
Favorite kind of music _____	
Sport I watch on TV _____	
My hobby	

--	--

Appendix G:

Guessing meaning from Context

- Instillik?
 - What do you do when you are reading a text and you do not understand a specific word?
 - Look it up in the dictionary?
 - Click on the dictionary below to try it now.



Dictionary.com
instillik Look it up

Dictionary - Thesaurus

ADVERTISEMENT

See the Top 10 Ask Jeeves results for "instillik"

Did you mean instillik?

Suggestions:

- [instill](#)

OOPS!

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Good Job!

Guessing meaning from Context

- Dictionaries help?
 - Okay, so instillik is not a word in English.
 - Even if the word is in the dictionary, there are problems....
 - Dictionaries slow down your reading speed.



Guessing meaning from Context

- Sometimes the definition is confusing.
 - Example: instillik - study of living process and flora and fauna.
 - What does the word flora mean?
 - How does the definition relate to the text you are reading?



Guessing meaning from Context

- How to guess meaning from context...
 - Step 1 Deduction
 - What does the sentence concern? Which words does the unknown word seem to relate to?
 - Most of us learn basic facts about the human brain in our middle or high school instillik classes.
 - Instillik relates to classes, human brain and facts. How?



Guessing meaning from Context

- Instillik is a type of class in high school.
- Instillik classes are about the brain.
- We learn facts about the brain in instillik classes.



Guessing meaning from Context

- Step 2 - Part of Speech
 - What part of speech is instillik? Is it a noun, verb, adjective, or adverb?
 - Instillik modifies the noun classes.
 - What part of speech modifies a noun?
 - ADJECTIVE!



Guessing meaning from Context

- Step 3 - Guess synonyms
 - What words could fit in the place of instillik?
 - Types of classes - math science, reading
 - Study of the brain?
 - » Science class.



Guessing meaning from Context

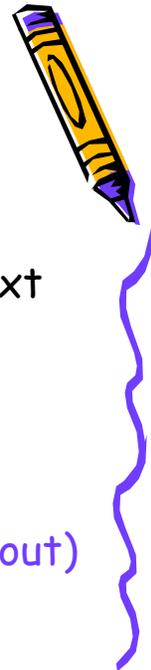
- Instillik is....
 - Can you guess it now?
 - Instillik = biology
 - Most of us learn basic facts about the human brain in our middle or high school biology classes



Guessing Meaning from Context...

- Saves time
- Helps you learn more about the text
- Improves your vocabulary

Are you ready to try guessing meaning from context? (Handout)



Appendix H:

Building Vocabulary: Guessing Meaning from Context

Activity directions

Read the sentences with your partner or your group and guess what the words in italics mean. Use the context and the words you know to guess the meaning of the word(s) you don't know. This is called "guessing meaning from context."

Set A

1. Sometimes when I'm reading a book in English, I use my *kreplach* to find new vocabulary words.
2. Hiro often *charošet* to music on a CD player.
3. Almost every morning Jane eats oatmeal for *megillah*.
4. Have you *noshed* the movie "Crouching Tiger, Hidden Dragon" yet?
5. Michael always rides the *ungepachkit* to Ochanomizu.

Set B

1. Yesterday I talked to my friend on the *schmutz* for 2 hours. My ear was sore!
2. Donna *matzo* a letter to Mary yesterday.
3. Miki ate lunch at a Thai *verboten* in Shimokitazawa.
4. Over the weekend it *verklempf* in the mountains, so Bob and I went skiing.
5. I read an interesting *schiksa* last month. It was about the history of Tokyo from 1600 to 1868.

Set C

1. Did you buy that pair of *goyim* at the department store?
2. Cats like to chase *boubeleh*.
3. Children play *latkes* during recess.
4. At the end of the movie Titanic the *schpillkes* sank.
5. After I finished jogging around the lake, I *tchotchke* on a bench.

Set D

1. Some people *plotz* in a bed at night. Others plotz on a futon.
2. On rainy days, I like to *chazerei* a book.
3. Pete sent a *kugel* from his computer at home.

4. Caroline *toukes* in a house near the university.
5. Masa left his grammar *schlemiel* at home.

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Last modified: January 23, 2002

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Building Vocabulary: Guessing Meaning from Context

Procedure

1. Group the students in threes and fours, and ask a volunteer to read the directions aloud.
2. Tell the students to underline the italicized words in Set A (to ensure that they know which words to guess) and explain that these words will not be found in English-Spanish dictionaries because they are Yiddish.
3. Assign one set to each group. Direct the students to use the context and their imaginations to guess the meanings.
4. When the students finish (after five minutes or so), ask them to present their guesses to the class.

Activity directions

Read the sentences with your partner or your group and guess what the words in italics mean. Use the context and the words you know to guess the meaning of the word(s) you don't know. This is called "guessing meaning from context." (FOR TEACHER ONLY: Possible answers appear in parentheses.)

Set A

6. Sometimes when I'm reading a book in English, I use my *kreplach* to find new vocabulary words. (dictionary)
7. Hiro often *charoset* to music on a CD player. (listens)
8. Almost every morning Jane eats oatmeal for *megillah*. (breakfast)

9. Have you *noshed* the movie “Crouching Tiger, Hidden Dragon” yet?
(watched, seen)
10. Michael always rides the *ungepachkit* to Ochanomizu. (train, bus)

Set B

6. Yesterday I talked to my friend on the *schmutz* for 2 hours. My ear was sore!
(telephone)
7. Donna *matzo* a letter to Mary yesterday. (wrote, sent)
8. Miki ate lunch at a Thai *verboten* in Shimokitazawa. (restaurant)
9. Over the weekend it *verklemp* in the mountains, so Bob and I went skiing.
(snowed)
10. I read an interesting *schiksa* last month. It was about the history of Tokyo
from 1600 to 1868. (book, magazine, article, story, etc.)

Set C

6. Did you buy that pair of *goyim* at the department store? (shoes, pants, socks)
7. Cats like to chase *boubeleh*. (mice, bugs)
8. Children play *latkes* during recess. (games)
9. At the end of the movie Titanic the *schpillkes* sank. (boat, ship)
10. After I finished jogging around the lake, I *tchotchke* on a bench. (rested, sat)

Set D

6. Some people *plotz* in a bed at night. Others plotz on a futon. (sleep)
7. On rainy days, I like to *chazerei* a book. (read)
8. Pete sent a *kugel* from his computer at home. (email message, picture)
9. Caroline *toukes* in a house near the university. (lives)
10. Masa left his grammar *schlemiel* at home. (book, homework)

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Last modified: January 23, 2002

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Appendix I:

In every well-written
article, story or
paragraph, you will always
find....

- **TOPIC:** the one thing the paragraph is about, the unifying factor.



In every well-written
article, story or
paragraph, you will always
find....

- **MAIN IDEA:** what the author wants to communicate about the topic, the central or most important thought. The sentence that expresses the **main idea** is the topic sentence.



In every well-written article, story or paragraph, you will always find....

- **DETAILS:** the proof, support, explanation, reasons or examples that explain the **main idea**.



Appendix I: (continued...)

Circle the topic sentence, underline the details and talk about the main idea of the paragraphs.

1. It is very important to study for tests. It keeps you focused all the time on learning new things. It also helps you to get a good grade in class. Finally, it helps you acquire more knowledge. If you study for test, it is guaranteed that you will always succeed.
2. The resource center or library offers you a variety of resources to find information. Computers will always help you research on topics you want. It also gives you online dictionaries, thesaurus, and encyclopedias that will make your research easier and quicker. Books, dictionaries, encyclopedias,

thesaurus, newspapers, magazines are other type of information you may find useful when researching. Other important resource is your librarian; she/he will make your searching time more enjoyable.

Find and underline a detail that should not be part of this passage. Talk about the main idea of each passage.

1. Sarah is a great volleyball player. She practices twice a week with her best friend Amanda. They have been playing together since they were 9 years old. The gym opens at 10 a.m. every morning. They have a championship game coming next Saturday.
2. Music is Derek's favorite subject. He plays the piano and sings along with his classmates every Friday. Derek's best friend, Leo, plays the guitar. They are planning to form a band when they grow up. Next Friday, Leo will be absent. Ms. Dimitry, the music teacher, is very happy with Derek's and Leo's performances in class.

Appendix J:

Making inferences

- **Example 1:**
- Dave had trouble removing the last spark plug from the car's engine. He wanted to check all of the plugs before the began working on the faulty carburetor.
 - What is Dave?
 - a. He is a rancher.
 - b. He is a butcher.
 - c. He is a carpenter.
 - d. He is a mechanic.



The correct answer was...

d. He is a mechanic.

From this paragraph, the clues that help you make inference are spark plug, car's engine, plugs and carburetor. Thus, Dave should be a mechanic.

Hand out on Making Inferences from conversations...



MAKING INFERENCES FROM CONVERSATION

Have you ever overheard part of a conversation and tried to imagine what it was about? If so, you were making inferences.

In the following exercises, you will practice inferring information from short dialogues. If you find words you don't know, skip over them. Look for the clues that will help you answer the inference questions.

Example:

A: Excuse me. Do you live around here? Is this Elm Street?

B: No, this is Maple Ave.

A: Maple Ave? Oh, dear. I really don't understand this! I'm looking for Elm St. and I thought this was it.

B: No, no. Elm St. isn't anywhere near here.

A: But wasn't that the high school back there?

B: No, that was the town hall.

A: Oh. Then I really am confused. Can you take a look here and show me where I am?

B: Sure. Let's see.... You're over here. See? This is Maple Ave. and here's the high school. Now, if you want to get to Elm St. you'd better take the bus...

1. Who are these people?

2. What are they talking about? Where are they?

3. Are they men or women? How can you tell?

Appendix K:

Power Lesson: Predicting Outcomes

Good readers predict what will happen next when reading a story. Predicting outcomes makes you a better reader because:

- It makes you think about what has happened in the story and what might happen next.
- **You make connections to your own life and make predictions based on what you know.**
- You wonder what will happen next and keep reading to find out.
- You read more carefully for details when you make predictions.

Predictions keep you interested in the story in a personal and thoughtful way.

Readers often need to adjust predictions based on new information because outcomes are not always easily predicted. Then you'll make a new prediction.

Here is an example of an organizer that may be used as a guide to generate class understanding.

Prediction:	Based on	Based on text	Confirmed or Revis	New Prediction:
The three bears will eat Goldilocks!	personal connections: Bears are carnivores	clues: The bears came home while Goldilocks was	Need to revise because the bears scared Goldilocks out of the house	Goldilocks returns home safely and the bears install a security

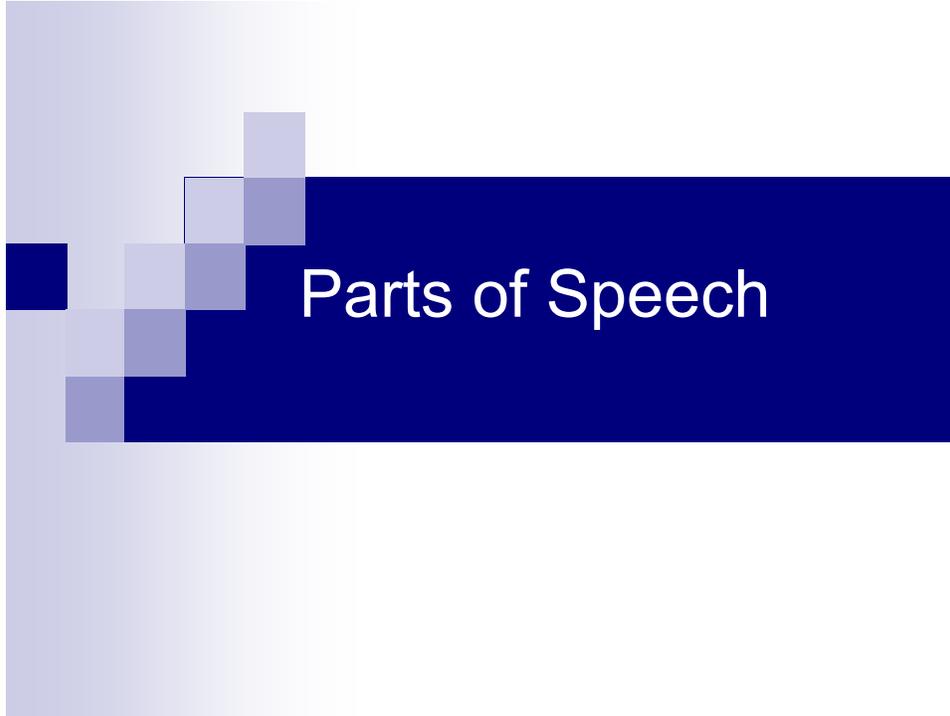
		still in the house		system.
--	--	-----------------------	--	---------

Visit the following website:

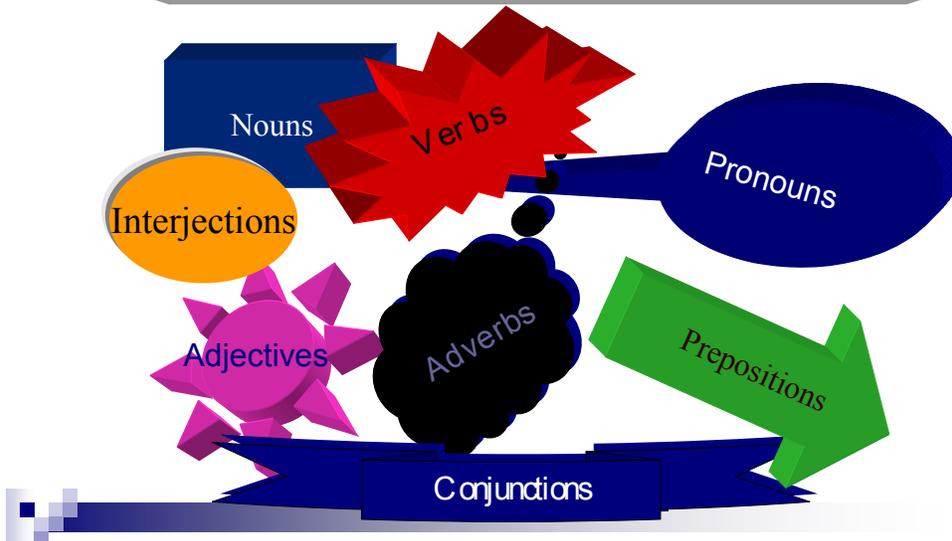
http://www.harcourtschool.com/activity/book_buddy/watermelon/skill.html . Click on the website given and in the “View Track #” type: 93545. Click “View in text.” Click on “Help Digger.”

Play the game by following the instructions.

Appendix L:



Eight Parts of Speech



Prep. 11-22-03. Maria A. Mulero
Revised 11-23-03 by Carmen L. Lamboy
Revised 08-13-07 by Cristina Camacho

Nouns

Word that names

- A Person
- A Place



- A Thing



- An Idea



Kinds of Nouns

Common Nouns

boy
girl

Proper Nouns

John
Mary

Singular Nouns

boy
girl



Plural Nouns

boys
girls

Singular Possessive

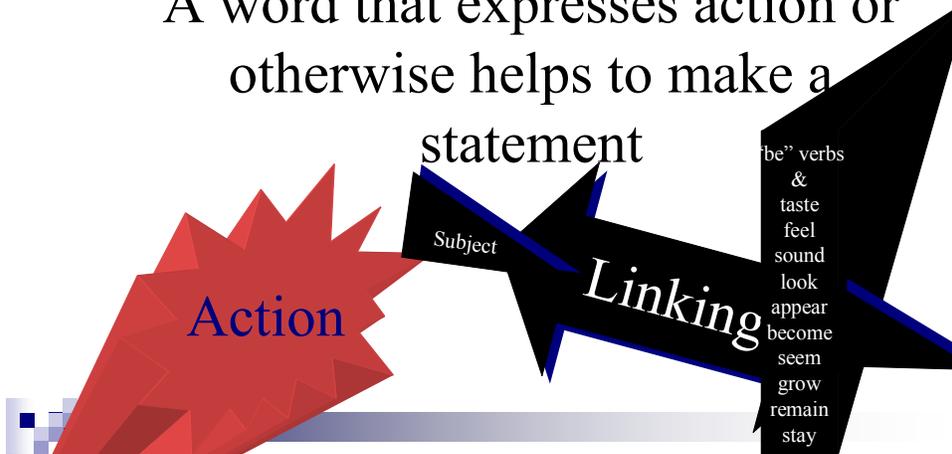
boy's
girl's

Plural Possessive

boys'
girls'

The Verb

A word that expresses action or otherwise helps to make a statement



Kinds of Verbs

- Action verbs express mental or physical **action**.



He **rode** the horse to victory.

- Linking verbs make a statement by **connecting** the subject with a word that describes or explains it.



He **has been** sick.

The Pronoun

The pronoun is a word used in place of one or more nouns. It may *stand for* a person, place, thing, or idea.

Personal Pronouns

I, me, mine
you, your, yours
she, her, hers,
it, its
we, us, our, ours
they, them, their,
theirs
myself
yourself

Indefinite Pronouns

anybody
each
either
none
someone, one, etc.

Demonstrative Pronouns

this
that
these
those

Interrogative Pronouns

who
whom
what
which
whose

The Adjective

Modifies or describes a noun or pronoun.

Answers these questions:

Did you lose your address book?

Which?

Is that a wool sweater?

What kind?

Just give me five minutes.

How many?



The Adverb

Modifies or describes a verb, an adjective, or another adverb.

Answers the questions:

He ran quickly.

How?

She left yesterday.

When?

We went there.

Where?

It was too hot!

To what degree or how much?



Kinds of Adverbs

Interrogative

Adverbs

introduce questions

How did you break your leg?

How?

When?

When does your plane leave?

How often?

How often do you run?

Where?

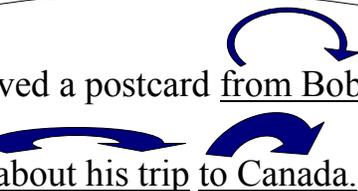
Where did you put the mouse trap?



The Preposition

A preposition introduces a noun or pronoun or a phrase or clause functioning in the sentence as a noun. The word or word group that the preposition introduces is its object.

They received a postcard from Bobby telling
about his trip to Canada.



The preposition **never** stands **alone!**



You can press those leaves under glass.

can have more than
one object

Her telegram to Nina and Ralph brought good news.

object can have modifiers

It happened during the last examination.

Some Common Prepositions

aboard
about
above
across
after
against
along
among
around
at
before

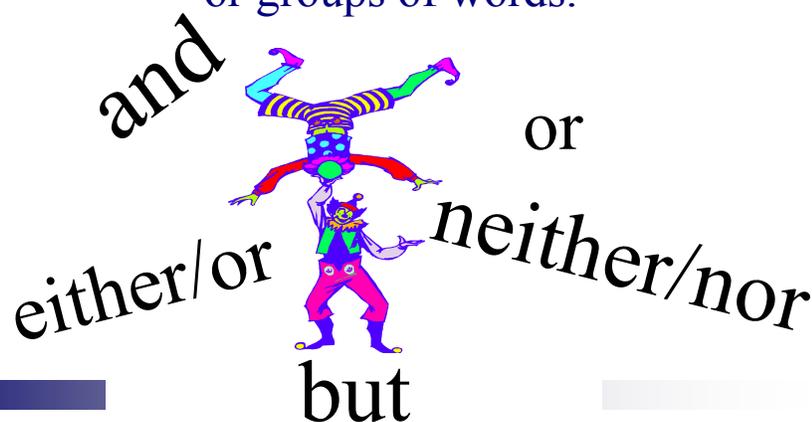
behind
below
beneath
beside
between
beyond
by
down
during
except
for

from
in
into
like
of
off
on
over
past
since
through

throughout
to
toward
under
underneath
until
up
upon
with
within
without

The conjunction

A conjunction is a word that joins words or groups of words.



The interjection

is an exclamatory word that expresses emotion



Goodness! What a cute baby!

Wow! Look at that sunset!



Appendix L: (continued...)**Parts of Speech Practice**

Circle the verb (s) and underline the noun (s) in the following sentences:

1. My first teacher was Miss Arroyo, but I remember the janitor more vividly.
2. My brother will join the army in a couple of years.
3. My brother wrote an essay as his final exam

Identify pronouns in the following sentences:

1. It belongs to me!

2. Chris was surprised to see her at the store.
3. To whom do you want to speak?
4. Many were invited to lunch.
5. Who wants to see the dentist first?
6. You are truly the funniest friend I have ever met.
7. What did Ana say?
8. This is a tough test!
9. That is my favorite store.
10. We donated everything to them.

Identify adjectives in the following sentences:

1. The elephant-shaped balloon floated over the silent lake.
2. The small boat crossed the gigantic ocean without any problem.
3. Many stores have already begun to play beautiful Christmas music.

Identify adverbs in the following sentences:

1. The boys ran quickly to the classroom.
2. They waited patiently for the doctor to come.
3. Unfortunately, the bank closed at noon today.

Identify prepositions on the following sentences:

1. The book is on the table.
2. The books are beneath the table.
3. The book is beside the table.
4. She read the book during class.
5. The book is leaning against the table.

Identify conjunctions on the following sentences:

1. I ate the pizza and the pasta.
2. The artist went to the theater, but it was already too late.
3. Do you want chicken or pasta?
4. I will either go to the movies, or to a nice restaurant.

Identify the interjections on the following sentences:

1. Ouch, that hurt!
2. Oh no, I forgot that the exam was today!
3. Hey! Put that down!

Appendix M:

HOW TO WRITE A MOVIE REVIEW

By Pamela Garza

<http://members.tripod.com/MJsWalkAbout/moviehow-to.html>

Constructing the ideal review first involves having the right voice, knowing your audience, and knowing your subject. Let's examine these one at a time.

A. The right voice. This is the tone you set during construction, and it depends on the type of movie you are reviewing. Tackling a kids' movie will have a particular voice because of the ages involved. The spine tingler uses words conducive to the thriller atmosphere. A comedy like "Three Fugitives" cannot be shown in the same language-light as the Shakespearean tragedy Macbeth.

B. Know your audience. Since a review should sound like you're talking to your audience, you have to know who they are. A magazine that caters to 8 year old kids couldn't publish a review that refers to Han Solo as having "a rogue personality", but a teen magazine might. Therefore, when writing for a particular publication, find out the kind of audience that reads its pages, and a way to identify with them.

C. Know your subject. To construct a brilliant review, you must have the right building materials. The more you know about movie companies, directors, actors, actresses, movies, videos, and where they came from, the more authoritative punch you'll add to your piece. You can achieve this in a number of ways.

1. Keep an Info Journal. Whenever you hear of a new tidbit coming out about a celebrity, write it down. Don't rely on your memory.

2. Watch shows as 'Access Hollywood' or 'Entertainment Tonight' with your Journal close by. Follow up with a dose of celeb magazines, such as 'People' or 'Entertainment Weekly'.

3. Purchase and have on hand a volume of movie trivia, such as 'VideoHound's Golden Movie Retriever'.

By using excerpts from my review for DISORGANIZED CRIME, we can dissect the mechanics of a movie/video review.

A. Start out with the basic information about the movie:

1. TITLE (Disorganized Crime)
2. THE CAST OF STARS (Starring Fred Gwynne, Ruben Blades, Lou Diamond Phillips, and Corbin Bernsen)
3. THE DIRECTOR (Jim Kouf)
4. RATING (R-for language and anti-hero premise)
5. THE YEAR of its release/year it came to video (1989)
6. WHO PUT THE MOVIE OUT (Touchstone Pictures)
7. RUNNING TIME (101 minutes long)

B. With your opening remarks you will set the flavor of the review.

"This reviewer loves it when a cast ensemble is formed because of the chemistry among its players, and not to meet some minority, feminist, or social agenda. The cast assembled here hands in a collective performance to be proud of, and there's not a ham in the bunch."

Within the confines of this introductory paragraph, you get the impression that you'll find a favorable review addressed to the thinking adult.

C. Give a brief synopsis of the movie plot, using strategically placed comparisons, a dusting of adjectives, and perhaps a quote from the movie.

"Corbin Bernsen plays Frank Salezar, who summons four other crooks to a small, Montana town to rob a bank. As the four anti-heroes convene, things start to go comically wrong.

First, Frank is picked up by two New Jersey cops, played in the perfect, big-city hyper mode by Ed O'Neill and Daniel Roebuck. When Frank escapes, the cops have to make the best of the 'snot-nose situation', by calling on the locals for help. Meanwhile, the four pros gather in a house in the Montana woods. Between the arguments, police chases, and court appearances, they try to find out why Frank called them in."

Two or three concise paragraphs should do, depending on the word count allowed by the publication you are writing for.

D. Elaborate on the performances and the actor's characters.

"Fred Gwynne is as good as Max Green, as the cigarette-smoking, wheezing explosive and alarms expert, that you wonder how he ever got typecast as Herman Munster.

"Ruben Blades, who plays Carlos Barrios, the muscle of the group, provides belly-laugh humor with his mocking sarcasm, hot temper, determination, and Cuban accent."

This section of the review could give you a fine opportunity to refer to trivia. Notice the reference to a previous character of Fred Gwynne's.

E. The mop-up paragraphs should include your opinion and recommendation. Here's a sampling:

"The chemistry within this cast is a bold serving of perfection. The direction is wisely kept low key so that the stars are allowed to do what they do best, and the story can be told without confusion. With a twist for an ending, you'll watch the credits with a smile, for sure."

Usually, it's not a good idea to expose the ending of a movie in your review.

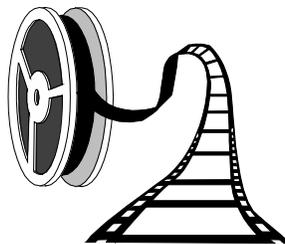
F. Complete the review with a rating system and its explanation. Use the publication's system, or you can use your own creativity to come up with one. Ebert uses thumbs, KIDS' HIGHWAY uses cameras, and VideoHound's Golden Movie Retriever uses dog bones. Make sure your rating explanation is clear.

G. Depending on the word count specified in the guidelines, you can add more trivia about the actors or what happened during the filming of the movie.

"Fred Gwynne starred in the first TV, situation comedy about cops called 'Car 54, Where are you?' It ran from '1961-'63."

While informative, a well-constructed review should have intelligence behind it, an intelligence that can inform, entertain and identify with readers as well.

Appendix N:



Writing a Movie Review

The following document is a teaching resource available at

www.MorrowGalpern.ca

© Paul Galpern, 2003

paul.galpern@utoronto.ca

Saved in Microsoft Word 2000 format.

BEWARE!

If you do not have this software or a later version on your computer, many of the layout features (tables and graphics) will not appear as intended.

Prep. 11-22-03. Maria A. Mulero
Revised 11-23-03 by Carmen L. Lamboy
Revised 08-13-07 by Cristina Camacho

Like all teaching resources it is a work in progress.
Permission is granted to use, alter and reproduce this resource for your own
classroom.

For publication, please contact the author for permission.

I'd love to hear what you think about this resource.

Please drop me a line through my website:

www.morrowgalpern.ca/contact/index.htm

Name of movie:

Names of starring actors & what roles they play:

In **FOUR** sentences summarize the main *plot* of the movie. (Say what happens in the movie).

In **ONE** sentence give *your opinion* of the movie.

Give **THREE** detailed reasons explaining why *your opinion* is true.

On LINED PAPER write a 100 word movie review. Take what is written on this page, and turn it into sentence form. You may write things in the same order as they are written on this page.

Appendix O:**Entertainment****"How to Write a Movie Review"**

Source: <http://www.millikin.edu/mr/Entertainment/howto2.html>

How To Write A Movie Review

Movie reviews are a wonderful way of evaluating movies. Regardless of the type of movie or the age of the movie, movie reviews allow people to determine whether or not they think they might like a movie before ever seeing it. When writing a movie review, there are several different guidelines to follow. These guidelines can be researched over the Internet or in the library. Examples of movie reviews can be found in newspapers, magazines, or on the World Wide Web. So the next time you see a movie, and want to share your opinion with the rest of the world, write a review and let other people know if it is worthwhile to see.

Criteria

The following outline offers the basic elements that should be found in any good movie review. Not all of the elements listed below may be applicable to all movies; however, these criteria provide a general overview for all components that should be included in a basic movie review.

- ___ Title of Review
- ___ Name of movie being reviewed
- ___ Location of movie theater where movie was seen
- ___ Date of when movie was reviewed

- ___ Phone number of movie theater
- ___ Name of author/reviewer
 - ___ Credentials of author/reviewer
 - ___ Contact address of author/reviewer
- ___ Intended Audience (Children, Teenagers, Young Adults, Adults)
 - ___ Rating (G, PG, PG-13, R)
- ___ Type of Movie
 - ___ Comedy
 - ___ Drama
 - ___ Action/Adventure
 - ___ Other
- ___ Opening Date
- ___ Name of producer
- ___ Length of Movie
- ___ Actors/Actresses in Movie
 - ___ Are the characters in the movie easy to understand?
 - ___ Rate Acting
- ___ Sound (Digital?)
 - ___ Music
- ___ Hours movie is showing
- ___ Admission charge into movie
- ___ Crowdedness (Do you need to buy your tickets early?)
- ___ Does it have a brief plot ?
 - ___ Give a brief summary of the plot...but do not spoil the ending!
 - ___ Is the movie easy to follow?
- ___ Compare to other movies
- ___ Director
 - ___ What other movies has this director done?
- ___ Overall rating

All reviews should be short and concise. They should be objective and impartial, and should be carefully written. When writing a movie review, make sure to not give the ending away!

Appendix P:

Source: <http://www.topics-mag.com/edition14/help-stranger-page.htm>

Some people who witness a car accident may not come forward to help victims. They may never have faced an emergency situation before and feel afraid, or they may not feel qualified to help. Yet, other people respond with confidence and a real desire to relieve a victim's distress. Oswaldo Amador's grandfather found this out when he was once trapped in his car after an accident.

My Grandfather Was in a Car Accident

Photo: Sandy Peters

"It was a rainy day, and there was lots of mist. He couldn't see anything when suddenly he crashed into another car."

Oswaldo Amador from Colombia

When I was seven years old, I used to listen to my grandfather's experiences, and I was very impressed with them. He usually made them up, but once he told me about something that happened to him in real life. He was driving to his farm. It was a rainy day, and there was lots of mist. He couldn't see anything when suddenly he crashed into another car. The accident happened close to a little town. The people who lived in that town came to the car to see if the people were injured. No one was able to help my grandfather. All of those people were staring at the cars. My grandfather needed help because he was trapped between the heater and the door. He didn't ask for help, but the man who was in the other car called for help.

Just one person came close to the cars, and he asked if they were okay. He didn't move my grandfather, but he started a conversation with my grandpa in order to make him think about other things till the ambulance arrived. As it turned out, my grandpa and the man he crashed his car with were okay. Fortunately, they were only slightly injured.

Sometimes responding to an emergency situation can put those trying to help in danger. I might be risky; the would-be helper might actually be threatened or harmed. In such situations, this risk factor has to be dealt with before making a decision to intervene. Moreover, feeling at risk, bystanders may be reluctant to help if they are alone. They may feel safer if others, especially people they know, are also helping. Read Olga Lucia Botero's story.



Photo: Sandy Peters

"Suddenly, we saw some people on the road asking for help by signaling us to stop."

It Was Worth Taking the Risk

Olga Lucia Botero from Colombia

It happened to me several years ago when I was with my parents and sister on vacation at a farm close to Medellin. We were in a car, and it was very late (like 2:00

It is too dangerous in some places in Colombia to stop and help strangers because it can be tricky; you can be robbed. Actually, I have heard of so many cases in which people have been robbed just because they stopped and tried to help people who seemed to need help. So, we didn't know whether to stop or not, but in the end, fortunately, we decided to do it. They had really had a car accident and some of them were injured. We took them to the hospital. They were really thankful, and we also felt very good about

helping them.

I remember the next day when we told my grandfathers and uncles about that, they said we shouldn't have stopped because it was too dangerous. They thought we were lucky because we were able to tell the story. They advised us never to do that again. Personally, I think it was risky, but also I think it was worth taking the risk. Otherwise, we would always have wondered if it was real or not. Also, if we hadn't helped them, who knows what would have happened to them.

I believe one of the facts that helped us to make up our minds about stopping or not were the fact that we were four people in the car. Maybe if I had been by myself at that time, I wouldn't have stopped.

Responding to an emergency situation to help victims, a bystander with good intentions may encounter negative consequences. When Carmen England's father found himself in a difficult situation, he unhesitatingly stepped forward to help save a man's life.



Photo: Sandy Peters

"My father couldn't believe the people's apathy towards this terrible scene. No one was helping the man at all. Some people were passing by in their cars to glance at him and then driving on."

My Father's Scary Story

Carmen England from Peru

Many years ago, my father told me a real and dangerous story about helping a stranger who was seriously injured after being hit by a car. Early in the morning he was going to work. He was in a hurry because that day he had an important appointment. Suddenly, he saw a man lying in the street who was bleeding. My father's first impression was that the man was dead; however, he didn't hesitate to help him.

My father couldn't believe the people's apathy towards this terrible scene. No one was helping the man at all. Some

people were passing by in their cars to glance at him and then driving on. My father thought that this kind of indifference between humans is completely awful and unacceptable.

Of course, my father took him to the nearest hospital. He was afraid that the stranger could die because he was losing so much blood. The incredible situation happened when my father tried to go back to work. The police stopped him and said he could not leave the hospital until the man woke up. The police thought that my father had hit him in the street. My father was annoyed by that, but he couldn't do anything. He prayed that the stranger would recover as soon as possible.

My father was worried about the man. He was trying to help and be kind and human. On the other hand, he was also worried about himself. If the stranger did not survive, my father would be charged with murder. He was feeling very nervous and stressed because he didn't know what was going to happen to the stranger.

Fortunately, the stranger woke up and talked to the police, and my father was released and no longer considered a suspect. He left the hospital feeling very strange. He felt happy because he had saved a human being, but at the same time he felt stressed because if the stranger had died, he would have been in big trouble.

People feel a responsibility to help others in distress. There is the feeling that it's the right thing to do. They empathize with the victim, thinking "If I were in danger, I'd want someone to help me." Yet, in an actual emergency situation, many people are likely to just stand around. Maybe they don't want to get involved; maybe they just don't know what to do. Maybe they are just waiting for someone else to step in. Halida Brett didn't wait. Without thinking twice, she jumped in to help a man suffering an epileptic attack.



Photo: Sandy Peters

"When do we step in and help? Is it when we are the ones that are affected?"

When Do We Step In and Help?

Halida Brett from Venezuela

If something bad happened to me in the middle of the street among lots of strangers, I'd like somebody to help me; at least, I hope there would be somebody who would look for help if he or she could not by him- or herself. Once I was leaving a supermarket just at the same time that a really big man around 45 years old fell down on the ground, suffering from an epileptic attack. I don't know exactly what I was thinking about, but I suddenly realized that I was holding his head in my lap. I did it without even thinking since he I saw he was knocking his head against the ground. I took my sweater off, and I twisted it until I made a little roll to put between his teeth. At the time, that's all I knew about treating someone in such situations.

By the way, I saw a large number of curious people standing around us. Actually, most of them were staring at us as if we were part of an interesting movie scene. Nobody said a word until the police officers arrived. Although some of them were older than me, I realized that they didn't feel competent or qualified enough to help him. In fact, now I believe that they were afraid of that man. However, what would happen if nobody helped others in these kinds of situations? Are we more or less important than that man? When do we step in and help? Is it when we are the ones affected? That man could have even died. I cannot say that I'm a hero.

Sometimes there are other social factors which might inhibit a person's decision to intervene and help a person. For instance, a potential Good Samaritan might be truly concerned about the plight of a victim, but worried about people misinterpreting his intentions. Not wanting this to happen, he may think twice about intervening. Sergey Funygin shares his thoughts about this kind of dilemma.



Photo: Sandy Peters

Sergey reads about the dilemma of a man who wants to help a small boy in danger but worries about how people may interpret the situation.



Would I Intervene?

Sergey Funygin from Russia

In a newspaper article I read recently, "A Good Samaritan's Dilemma", the author clearly demonstrated that today people who want to help others could endanger themselves. But this danger comes not only at the moment of helping somebody, but also from a society that miscomprehends their intentions.

For example; if I see a small child walking alone in a park, my first inclination is to ask him why he is alone and where his parents are. After that, my obligation is to help him to find his parents or communicate with the police.

But *my second me* tells me, "It's not your business." What if his parents are nearby or somebody sees you taking the child. These people would misunderstand your intention and call the police. Then you would have a big problem, maybe."

But *my first me* would say, "Shut up. I do not think that people are so blind and stupid; this child needs help and I will help him anyway!"

Emergencies are unexpected. There is no time to collect your thoughts and decide what is best to do. You just have to act quickly. If the person needing help is a child, there is an added complication. Although the bystander is concerned about the well-being of the child, he or she may worry that other people misperceive his good intentions as threats to the child's safety.



Photo: Sandy Peters

Helping a Lost Child

Carmen England from Peru

There are different circumstances in which people decide to intervene or not in a public aid situation. Many years ago, I had an experience in my country that made me realize how difficult it is to make a decision about helping somebody in possible danger.

It was a beautiful, warm evening, and I decided to take a walk with my best girl friend. We were enjoying our conversation and the weather very much. Suddenly, we heard a boy desperately crying, so we stopped to find out what was happening to the child. We wondered perhaps if the child's mother had hit him or if some other bad circumstance was causing him to cry in that way.

"Suddenly, we heard a boy desperately crying, so we stopped to find out what was happening to the child."

My friend and I had to quickly make a decision about intervening or not, to help the child or to continue our walk. I confess that it was not really easy to decide what to do at that moment. I had many thoughts all together in just a few seconds. There was not time to think at all. Maybe if I tried to help the child, somebody would think I was abducting him or that I wanted to hurt him. Although I was afraid of the consequences of helping the child, I stepped in. I tried to talk to him, asking about his parents and the reason why he was crying. However, it was impossible to find out because the child was so upset he couldn't speak at all.

We decided to take him to the police station. We thought it would be a safe place for him. On our way to the police, I felt empathy for the helpless boy because I remembered a time when I was a child and got lost in the market. I remembered crying because I was afraid. I imagined that he was experiencing the same traumatic situation.

When we arrived at the police station, his mother was there crying because her baby was lost or had been abducted by some dangerous people. I could imagine how the child's mother had suffered,

thinking that her baby was in danger and not knowing how to help him. Sometimes we have the chance to help others in an emergency situation. I felt very good about helping that boy.

Appendix Q:

Reading a Movie

Source: http://158.91.55.1/~jeanar/Rock_files/viewing.htm

More students watch movies than read books. This is sad, but as a teacher of language arts, I recognize this art form as being an important one to study in my classes. Not because it is so popular with students, but because movies can be "read" like a book. A movie has all the elements of a story - plot, character, setting, etc. But the fun of film is that it adds other dimensions to the narrative - sound, lighting, color, framing, motion, transitions, camera angles, and special effects. These also help the "author," in this case, the director, tell a story. Once students learn these elements, they can become good readers of movies. They will be able to see and judge a movie for its artistry. For them watching a movie will never be the

same!

Lighting - The language of lighting has its own vocabulary, and you probably understand it more than you think. In a low-light scene you can bet that someone will get killed or kissed. That is the universal language of lighting. Here are some terms you need to understand:

High-key: The scene is brightly lit. This is normal lighting. You can see everything.

Low-key: The scene is dark with sharp contrasts. It creates a romantic or eerie feeling.

Front: This softens the face, giving it a look of innocence.

Bottom: Faces become sinister by creating sharp contrasts (*Bride of Frankenstein*).

Back: The figures are silhouettes, losing their identity (*Gone With the Wind*).

Shadows: Shadows conceal identity or make a symbolic statement (*Strangers on a Train*).

Color - You already understand the symbolic meaning of colors from your study of literature. These same symbols transfer to film. When watching an old western you can tell the good guy from the bad guy by the color of his hat. The director deliberately chooses color for its effect in the scene (*Gone with the Wind, Dick Tracy, and Schindler's List*).

Framing - The four edges of a movie screen form the window in which we see the story. Placement of characters and objects within this window shows relationships and importance. Film is voyeuristic. Through the frame of the screen we peep into the private lives of the characters (*Citizen Kane, 12 Angry Men*).

Motion - Motion in film is not limited to characters moving around the scene. It can be as big as a camera sweeping across a scene to small movements like gestures and facial expressions. Each type of movement adds to the story being told.

Pan: Slowly pivot the camera horizontally.

Tilt: Pivot the camera vertically (*12 Angry Men*).

Tracking or dolly shot: Moving the camera horizontally on a track or dolly (*Jaws, Rope*).

Boom or crane shot: The camera moves vertically on a boom or crane (*Far and Away*).

Zoom: The camera doesn't actually move, but focuses more or less closely to the object.

Transition: Transitions are the punctuation marks of film. As periods, commas, question marks and exclamation points tell us how to end a sentence, transitions show us how to end a scene.

Cut: Like a period, it abruptly ends the shot. Two pieces of film are spliced together. The most common transition.

Fade: The scenes fade out until it is black (or white).

Dissolve: One scene melts out into another melting in. Usually shows a shift in time or place (*Hope Floats*).

Iris in or out: The iris of the camera closes or opens the scene (*Young Frankenstein*).

Wipe: The scene changes in a line moving across the screen (*Young Frankenstein*).

Sound: Sounds moves the viewer form one scene to another. A gunshot in one scene becomes a car backfire in another. (*Babe* - scream)

Montage: Several small scenes connect bigger ones. It may shorten time.

Camera Angle - The angle at which the shot is taken can have symbolic meaning.

Crane shot: A shot taken from a crane or other very tall device.

Close-up: A shot of the subject's face. (*Psycho*)

Detail shot: A shot even closer, say of an eye or a hand. (*Psycho*)

Medium shot: Shows the subject's body from the knees up.

Long shot: Shows entire figure.

Low-angle shot: A shot taken from below the subject's waist (*The Birds*).

High-angle shot: Taken from above the subject's waist.

Point of View shot: A shot taken from the point of view of the subject. We see through the subject's eyes (*The Birds, Dr. Jekyll and Mr. Hyde*).

Sound - There are four kinds of sound in movies.

Dialogue: Characters talking to each other in synch with the picture.

Sound effects: Sounds that occur in synch with the picture that have been dubbed in later on.

Silence: The lack of any sound can have a profound effect on the viewers (*The Birds*).

Music: Adds to the emotional feeling of the scene. The source is not seen in the movie.

Voice-over: A narrator speaking to the audience from some distant future, but not appearing on screen (*To Kill and Mockingbird, A River Runs Through It*).

Special Effects - Special effects are techniques used by the director to create an illusion.

Slow/fast Motion: shooting is slowed or sped up for effect (*Hope Floats*).

Stop-motion photography: shooting is interrupted at intervals while the scenery or props are rearranged. Simple to do with a video camera (*King Kong*).

Animation: A drawing or clay object is changed slightly every time the camera stops. When film is projected at regular speed the object seems to move (*Wallace and Grommit, Disney movies*).

Miniature or models shots: A small-scale model is filmed to look full-sized. The camera must run at faster speed to slow down the action of the model to make it look like it is moving at regular speed (*Star Wars*).

Glass shots: Uses scenery painted on transparent glass. The camera photographs the action through the glass so that the painted portions look like they are part of the scene (*Indiana Jones and the Temple of Doom*).

Rear projection: Action is filmed in front of a screen while another action is projected on the screen from behind (*Singin' in the Rain*).

Matte shots: Uses an opaque screen or matte to obscure certain portions of the frames. The film is shot twice, once with the first matte, then with a second that obscures the area covered by the first. When projected, the two separate shots appear to be one (*Forrest Gump*).

Computer-generated graphics: Certain portions of the film to whole movies are created on the computer (*Geri's Game*).

Appendix R:

These are all samples from <http://www.eslnotes.com/synopses.html>. You may check other out by visiting the website.

A Beautiful Mind

(Drama/Biography) (2001)

© 2002 by Raymond Weschler

Possible Topics for ESL Class Discussion

- 1) Do madness and genius appear often together?

- 2) Would John Nash not have been a genius without the schizophrenia?

- 3) Do you know anybody who has suffered from schizophrenia?
How has it compared to what John experienced?

- 4) In what ways were John's life and modern history related?

- 5) Should the state have the right to force schizophrenics into mental institutions in order to give them treatment?

6) How are the mentally ill treated in your culture?

7) Ultimately, was this film optimistic?

8) What did you like and not like about it?

A Mighty Wind

(Comedy) (2003)

© 2003 by Raymond Weschler

Possible Topics for ESL Class Discussion

1. Does the country where you come from have its own type of folk music?
2. Do you like folk music? Any particular singers or songs?
3. Do you think it's natural for people to grow less idealistic and more cynical as they grow older?
4. Of the three groups---The Folksmen, The New Main Street Singers and Mitch and Mickey, which was your favorite? Why?
5. Who was the most ridiculous character in the movie? The saddest? The most neurotic? The most disturbed? The most normal?
6. What did you like and not like about this movie?

Remember. For more ideas and movies, visit

<http://www.eslnotes.com/synopses.html>

A League of Their Own

(Comedy) (1988)

© 1999 by Raymond Weschler

Some Potential Questions for ESL Class Discussion

1. In some ways, this movie is about great social changes that took place in American society at a certain point in history. How is this so? What were the circumstances?
2. Why have men's sports been so dominant compared to women's sports? Is this situation changing? Will women's team sports ever be as much loved and discussed as men's team sports are now? Why or why not?
3. Who was your favorite player for the Rockford Peaches? Why?
4. How would you compare Dottie and Kit?
5. Why is baseball the most wonderful sport in the world?

Remember. For more ideas and movies, visit

<http://www.eslnotes.com/synopses.html>

My Big Fat Greek Wedding

(Comedy) (2002)

© 2003 by Raymond Weschler

Some Possible ESL Questions for Class Discussion

1. This movie seems to be about Greek-American culture;
In fact, is it really about all kinds of ethnic Americans? How so?

2. If you were Ian, would you have agreed to join another church in order to marry Toula?

3. How does your family compare to Toula's? What about compared to Ian's?

4. Has the United States largely succeeded in creating a great "melting pot" (in which people from all cultures have blended together), or is it more like a "salad bowl" (in which people from different cultures stick to their own groups)?

5. Did you like this movie? Why or why not?

Remember. For more ideas and movies, visit

<http://www.eslnotes.com/synopses.html>

Almost Famous

(Biography/Comedy) (2000)

© 2001 by Raymond Weschler

Possible Topics for ESL Class Discussion

1. Was William too innocent to be a rock n'roll writer?
2. Do you agree with Lester Bangs, that rock music was dying by 1973?
3. Are rock stars like Russell and Jeff really using or taking advantage of their groupies?
4. How would you describe Penny Lane to a friend? What do you think would become of her in the years ahead?
5. Are most rock stars more concerned about making money and being popular than making great music?
6. Who are the best rock groups/artists in the history of rock music?

Remember. For more ideas and movies, visit

<http://www.eslnotes.com/synopses.html>

Amistad

(Historical Drama) (1997)

Possible Topics for ESL Class Discussion

1. How did Roger Baldwin change during the film?
2. How would Cinque have described America to his family back in Africa?
3. How was it possible for slavery to last so long?
4. In this movie, who were the good guys and who were the bad guys?
5. How would you describe John Quincy Adams?
6. How are race relations in the United States today?
Does the legacy of slavery still play a big part in the way things are?

7. What did you like and not like about this movie?

Remember. For more ideas and movies, visit

<http://www.eslnotes.com/synopses.html>

A Raisin in the Sun
(Drama/Classic) (1960)

Possible Topics for ESL Class Discussion

- 1) Why was Walter Lee such an angry person? Did he have a right to be?

- 2) Do you agree that “life is money?” Do you have sympathy for Walter Lee for believing that?

- 3) Was Mama a conservative force that was holding her family back, or was she in fact a progressive force that was both holding the family together and helping it move forward?

- 4) How was Beneatha a young woman who was ahead of her time?

- 5) If you had been Beneatha, would you have been more interested in George or Asagai?

6) What are the problems that the Youngers have which all families have, and what are those that are especially common with African-Americans?

7) Which member of the Younger family did you like the most? Why?

8) Is Mr. Lindner an evil person? Or just ignorant, or foolish? Or is he simply a reflection of a greater problem in society?

9) How much have things changed? Would the Younger family still find difficulty moving into a white neighborhood today? Are there minorities in your country that would have such a problem?

10) Does this movie have “a happy ending”?

Remember. For more ideas and movies, visit

<http://www.eslnotes.com/synopses.html>

Apollo 13

(Drama/Adventure) (1995)

Possible Topics for ESL Class Discussion

1. Why did we go to the moon? Why did we stop? Should we go back?
What should be the goals of space programs in the future?
2. What did the Apollo space missions reflect about US culture and society?
3. Had you been the right age in the 1960s, would you have wanted to be an astronaut?
4. For you, what were the scariest problems that the astronauts faced?
5. Do you agree that Apollo 13 was a “successful failure?”
6. Did this movie have many heroes? Who were they?
7. What did you like and not like about this film?

Remember. For more ideas and movies, visit
<http://www.eslnotes.com/synopses.html>.

Appendix S:**SQ4R**

Adapted by Karen Kimmel for the Gallaudet University English Department from Frank Robinson,
1969

<http://depts.gallaudet.edu/englishworks/reading/sq4r.html>

Survey Look at pictures, photos, maps, bold print, captions, and headings to help you form an idea of the topic and purpose of the written text.

Question Pretend you are interviewing the author(s) of the written text. Based upon what you surveyed, what questions do you want to ask the author(s)? Write your questions next to the pictures, photos, maps, bold print, captions, and headings.

Read Read the text. Use a pencil or pen to mark the text (Do not use a highlight marker!). Underline, star, or flag vocabulary words or ideas that you think are important.

Respond As you read, try to find the answers to the questions you asked. Remember, as you read, you might ask more questions. Be sure to write your answers in the margins.

Review When you finish reading, review the written text. Can you answer the questions that you asked? Do you understand everything about the written text? If the author(s) were sitting next to you, what other questions would you ask?

Reflect Close the text. Think about what you have read. Discuss the main points with someone. Do you agree or disagree with the author(s)? What surprised

you about the written text? What did you find to be interesting? What did you find to be confusing? What did you learn?

Appendix T:

**'Love ___ A Thousand Miles Close' - a short
yearning love story**

from Amir Saleem's short love stories

Source: <http://lovestories.hopcott.net/amir-saleem/love-1000-miles/index.html>.

I am sorry I can't introduce myself right now, because I am running.

The sun has not set yet but it is dark. There are dark clouds all over the sky and they are filling the air with water. It seems as if today they are going to cry all of their tears away. I am trying to run as fast as I can but the rain is faster than me. So far it hasn't let me win. The wind and rain are trying to stop me but I am not going to let them do that. The wind is firing the rain drops like bullets on my face but nothing is going to stop me today because today I have to reach for a place, I have to reach for my life, I have to reach for the bench; yes ___ the bench.

I go pass the lamppost that is only illuminating the rain. I cross the road, jump over the wooden fence and land into the world of my yesterdays.

It was raining, but that day it was not raining to stop me, rather it took me to places. Places that I had always seen but I had never been there before. It was a very soft rain that fell like breeze on my face. That's why I was not running, I was just walking. I had never met this park in the rain before. I used to stay at home in the rain. It was the first time that I had gone there in the rain. I don't remember since how long had I been coming in this park, sitting on the bench under the willow and watching the sunset. It must have been a long time. It seemed as if the bench belonged to me, as now there was no one who would sit on that bench but me.

It was a wooden bench of a medium length. On one side there was a meadow and on the other face, just behind the willow there was a big pond. Everyday the sun would play hide and seek with me from behind the leaves of the willow and then would drown in the pond.

But that day, there was no sun; instead rain was sinking in the pond. I had hardly reached my place when I saw a girl approaching the bench hurriedly. I stopped. I wished her to pass by and not to sit on my bench. Or may be I wished her to sit on my bench. I didn't know till then. But she did sit there and I was surprised. May be she sat there because the willow was the nearest shelter from the rain.

It was after a long time that someone else besides me had sat there and it felt good. I turned to my left and stood under another tree, with no bench of course, from where I could see her. She was sitting there with both of her hands in her lap and her eyes wandering here and there but looking nowhere. She was interested in nothing I guess. She was only waiting for the rain to stop.

After a while the rain turned into a drizzle. She stood up and walked away.

I stood there for a while, staring at the bench and then walked on.

Next evening, after a long and tough working day, I went to the park. White clouds were playing in the sky like naughty little kids. It was about twenty minutes to sunset. I reached my place and ____ there was someone sitting on my bench. Do I need to tell you who?

She was there again and I couldn't believe it. She deprived me of sitting on my bench for the second time and today the sunset as well. It was the most beautiful injustice ever done to me. Now there was no other way for me but just to stand another tree and that's what I did. When the sun was setting, a strange thing happened; I saw two sunsets, one in the pond and the other in her eyes.

After that day I never went there to see the sun sinking in the pond but to see the sun setting in her eyes. I had given that bench to her without telling her. And she, without knowing it, took it from me.

The days kept on creeping and it seemed to me it'll carry on forever. After every hard working day, I would see her and all my tiresomeness would take wings and fly away. She was like that. She was not special but different. And what was that, that made her different; I could never have known until a child solver'd my problem. He made her smile and yes ____ that was smile. I had never seen her smiling before but

that was smile all over her, on her lips, in her eyes, in the movement of her hands, in the wavering of her hair, in the walking of her feet. SHE was smile.

So far everything seemed like a movie but it wasn't a movie. I wish it were so that I wouldn't let the bad part come and keep it happening forever. Till then it did seem as if it will go like this forever but then the bad part came. It may sound despicable to you, did to me. Even that I feel cheap to say that it was people. They would sit on my bench. Cheap isn't it? I let them sit on my bench, I didn't object. But the cheapest part is that they took away all the smiles. I only allowed them to sit on my bench, not to take away all the smiles.

But, well, I could say nothing to them as they were not bad but they just couldn't wait. They were kind of people who just do it. While I knew how to wait. I can wait forever. All my life I had been waiting for nobody, now I could wait for her. I could wait for her smile to come into my eyes, for her words to come into my ears.

I kept on waiting and things kept on changing. She changed too. She had become special, not for me but for others. For me she was still different. She was still coming to the park but now I could only see one sunset, that in the pond. I lost my bench too. Now there were a lot of people on and around my bench and I was waiting for them to leave. I wanted my bench to be left alone, just with her. But how to make them leave, I didn't know. The only thing I could do was to wait, that's what I did and that's what I am good at.

And today is the day. I had been waiting for this day. It is raining as hard as it can and I am running as fast as I can. First time when it rained I found her. Now it's raining again and I'll find her again. I am sure of it.

After jumping over the wooden fence, I land into the park. It is twenty minutes to sunset. I step into a little ditch full of water and lose my balance but I have no time to fall so I don't fall and keep on running. I know they are not coming today. The rain will stop them. They are afraid of the rain. But what about her? She had changed quite some time ago. She wouldn't want to come when no one else is coming. But I am coming, she will have to come. She is a brave girl, she won't be afraid of rain.

Today I'll forget everything that happened before. Today it will like the first time.

Today everything will start all over again. The bad part is over and this time I won't let anyone near my bench but just her and me. While passing by an iron bench I lose my balance again and my knee hits the corner of the bench. These iron benches do hurt you know but my wooden bench never hurts. I don't have time to feel this pain so I keep on running towards my place.

And finally I am there. Yes, I have reached the bench. I can see the place now. The raindrops are trying to hide it but I can see the place.

All the days of the past are scampering in front of my eyes. I am feeling tired now and I am feeling pain in my knee.

There is no one on the bench.

The End

Appendix U:

Writer's Journal Entry Checklist

You need to have one entry per week on any topic, unless there is Writer's Reflection question during that week.

You should have a one-page reflection. Your work must be:

- Typed**
- Double-spaced**
- Dated**
- Must have a title – you may use the reflection prompt**

Prep. 11-22-03. Maria A. Mulero
 Revised 11-23-03 by Carmen L. Lamboy
 Revised 08-13-07 by Cristina Camacho

For Workshop 2

- Students will write a one-page reflection on the topics learned today and how they can apply them to their lives.

For Workshop 3

- Write a brief anecdote about a situation in which you had helped a stranger or had been helped by a stranger. Students could also pick a character from the novel and show how they will help that character and why.

For Workshop 4

- Students will write a paragraph about families or the role of men and women on society and add to their writer's journal.

For Workshop 5

- How can I become a professional?

For Workshop 6

- Write a one-page **persuasive** report on a situation from the novel.

For Workshop 7

- What do you enjoy the most: watching a movie or reading a book? Why? Think about similarities and differences.

For Workshop 8

- Facilitator may choose, but you may decide to write about your experience with this class.

Appendix V:**Reading Log****Student Name:****Novel:**

Day	Chapters- Pages	Main Idea- Main Points	Summary	Facilitator's Signature
Monday				
Tuesday				
Wednesday				
Thursday				

Friday				
Saturday				
Sunday				

Appendix W: Make copies if necessary

Day	Hours	Program	Reflection	Signature of Lab Facilitator or Representative
28-Aug-07	4:00 - 6:00 = 2	ELLIS	What did you do? What did you learn?	Have someone on the lab sign this part for you.
				Also attach the report that the program provides you.

Total of hours worked =

Appendix X:

Student Course Checklist for Writer's Journal and Class Assignments-Facilitator may use this form for each student to keep track of the exercises they turn in. It must be sign off every week.

Student's Work	Facilitator's Check	Comments	Signatures
Workshop One <ul style="list-style-type: none"> <input type="checkbox"/> Volume 6 Exercises #2 & #3 <input type="checkbox"/> Losing Identity Results <input type="checkbox"/> Naming Traditions Article <input type="checkbox"/> KWL Chart <input type="checkbox"/> Interview <input type="checkbox"/> Computer Lab Form 			
Workshop Two <ul style="list-style-type: none"> <input type="checkbox"/> Exercise Assigned on Workshop One <input type="checkbox"/> Exercise on Appendix K <input type="checkbox"/> Elephants & Dolphins Exercise <input type="checkbox"/> Point of View Information <input type="checkbox"/> Author's Purpose Information <input type="checkbox"/> Scanning/Skiming Summary 			

<ul style="list-style-type: none"> <input type="checkbox"/> Prefixes/Suffixes Info <input type="checkbox"/> Writer's Journal Reflection <input type="checkbox"/> Reading log <input type="checkbox"/> Computer Lab Form 			
<p>Workshop Three</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of various short stories <input type="checkbox"/> U.S. President-Chart Study. <input type="checkbox"/> Volume 6 Exercises 8 & 10 <input type="checkbox"/> Descriptive paragraph <input type="checkbox"/> Writer's Journal Reflection <input type="checkbox"/> Reading log <input type="checkbox"/> Computer Lab Form 			
<p>Workshop Four</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Computer Lab Form <input type="checkbox"/> Reading Log <input type="checkbox"/> Volume 6 Exercises 11 & 12 <input type="checkbox"/> "The American Pepper" Exercises and Summary <input type="checkbox"/> Writer's Journal Reflection 			
<p>Workshop Five</p> <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Computer Lab Form <input type="checkbox"/> Reading Log <input type="checkbox"/> Volume 6 Exercises 14 & 15 <input type="checkbox"/> Exercises from "The Tell-Tale Heart" and/or "Aesop's Fable" 			

<ul style="list-style-type: none"> ❑ Audience & Tone Information ❑ Short Story Report Due ❑ Writer's Journal Reflection 			
<p>Workshop Six</p> <hr/> <ul style="list-style-type: none"> ❑ Computer Lab Form ❑ Reading Log ❑ Volume 7: Exercise 2 ❑ Volume 8: Exercise 3 and questions ❑ Volume 9: Exercise 2 ❑ Concepts Exam ❑ Writer's Journal Reflection 			
<p>Workshop Seven</p> <hr/> <ul style="list-style-type: none"> ❑ Computer Lab Form ❑ Volume 5: Exercises 27 & 31 ❑ Reading log due ❑ Student's Dictionary due ❑ Appendix M, O and Q review ❑ Writer's Journal Reflection 			
<p>Workshop Eight</p> <hr/> <ul style="list-style-type: none"> ❑ Computer Lab Form ❑ Novel Report Due ❑ Lexiles Information/ Summary 			