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## Teaching Writing in *English Discoveries Online with Automated Writing Evaluation*

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**English**  
Discoveries  
**8** Online



Edusoft Ltd.

<http://www.edusoftlearning.com>

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## Introduction

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Writing is generally agreed to be the most challenging of the language skills, however with the rise of the Internet and word processing software, new opportunities have arisen for developing writing skills in language learners. There are two main approaches to teaching writing: **product** and **process**. Edusoft's new Automated Writing Evaluation tool can be used to support both approaches and indeed, a combination of both may be most beneficial.

In the **product approach** students are encouraged to mimic a model text which they are encouraged to analyze and practice in a controlled fashion. This is particularly appropriate for genres with clearly defined features such as advertisements and formal letters, where focusing on layout, style, organization and grammar can greatly help students. In this situation *English Discoveries Online* can provide a supply of models and opportunities for controlled writing practice. Automated writing evaluation in this context is extremely useful for the student since it can provide detailed feedback on mechanics and development.

Other types of writing such as discursive essays or narratives might benefit from a **process writing approach**. In process writing the focus is on the development of successive drafts of a text and makes use of classroom activities such as brainstorming, group discussion, rewriting and peer editing. Edusoft's Automated Writing Evaluation tool supports process writing by encouraging students to review and edit their work.



## Automated Writing Evaluation

As a fully-owned subsidiary of Educational Testing Services (ETS), the world's largest private educational assessment and research organization, Edusoft is at the forefront of ETS's endeavor to provide effective digital English learning worldwide. Edusoft's automated writing evaluation tool utilizes ETS's industry-leading research and patent protected *e-rater*® engine to analyze students' written texts and provide feedback on the structure, organization and language used.

Edusoft's automated writing evaluation tool is an innovative writing evaluation technology for English language learners and teachers. It provides automated feedback for EDO writing activities.

*English Discoveries Online* includes a total of 68 open writing activities *English Discoveries Online*. These activities are designed to provide students with the opportunity to develop their writing skills and are intended to expand on the topic of the unit. They also provide students with the opportunity to mimic the text types that they have encountered in the Explore section of the Reading and Listening skills components. Activities include: writing sentences, short paragraphs, ads and postcards at the Basic levels and longer articles and essays at the Intermediate and Advanced levels. Students are encouraged to provide personal responses and evaluative judgments of the material they have been studying thus further developing higher thinking skills. These activities now feature automated writing evaluation.

The writing tasks can be found towards the end of the Practice sections:

The screenshot displays the Edusoft writing evaluation interface. At the top, there are three tabs: 'Explore', 'Practice' (which is highlighted), and 'Test'. Below the tabs, the title 'Tickets, Please!' is visible. The main content area shows a writing task with the prompt: 'What are the advantages and disadvantages of being an actor? Write a short paragraph.' The task is enclosed in a red oval. Below the prompt, there is a text box for the answer and a 'Submit' button. The interface also includes a 'Clear' button, a 'See Text' button, and a 'Words' counter showing '0 Words'. At the bottom, there is a footer with 'of 2 Automated Evaluation' and a 'Submit' button.

## How to Use Automated Writing Evaluation in a Blended Learning Environment

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### Stage 1 – Preparing to write

In the face-to-face classroom, the teacher should prepare the students for the writing task.

This is done by encouraging students to work in pairs or groups to review the language of the unit and brainstorm ideas for the writing task.

Focus your students on the target language that you want them to use from the relevant *English Discoveries Online* unit by opening the "See Script" option in the Listening component of *English Discoveries Online* and the "Key Words" tool in the Reading component. These will appear highlighted in the text. You can also review the vocabulary covered in the Vocabulary component at the end of the unit.

Explain to students that you will be evaluating their work based on the way they develop their ideas and their use of language.

#### Sample Brainstorming Chart

Question: Have you ever been on a hiking trip that went wrong? Where did you go? What was the weather like? What happened? Did you get lost? Did you get hurt? Write a paragraph a trip that turned out differently from what you expected.		
	Ideas	Linking words
<b>Introduction</b>	Set scene – Bad weather: cold windy, raining	At first, in the beginning, it all started when...
<b>Main Idea/s</b>	What happened- Accident: fell ,broke leg, ambulance	Then, later, suddenly,
<b>Conclusion</b>	Hate hiking! Crutches for 6 months.	Finally, at last, in the end

The task in the sample activity above is to write a detailed account of “a hiking trip that went wrong”. This *English Discoveries Online* unit also focuses on the past perfect progressive so you might want to review this tense with the class. Encourage students to work together in groups to exchange ideas and personal anecdotes.

Students should prepare for the writing activity by making notes of key words and phrases and ideas that have been generated during group discussion.

The teacher can monitor and provide feedback on organization of ideas and choice of words, but should not focus on the mechanics, such as grammar and spelling at this stage.

## Stage 2 – Writing a first draft

Set the writing task for homework. Students complete the assigned work at home or in the computer lab. They write their answers in the text box provided and click "Submit". Their response is then sent for automated feedback. After a few minutes, your students will see a notification that the evaluation is ready for their review and correction.

Students will be able to view the feedback in two ways:

1. Students can click the blue "See Feedback" button on the bottom of the text box (this will take them directly to the feedback screen)
2. Students can click on the "My Assignments" section on the right-hand panel (once the purple notification icon appears). If this is the first time that their writing has been sent for evaluation, your students will receive a message saying "See feedback and try again".

The screenshot displays the Edusoft writing interface. At the top, there are three tabs: "Explore", "Practice" (which is active), and "Test". Below the tabs, a progress bar shows five steps, with the fifth step (labeled "5") being the current one. The main text area contains a prompt: "You have been asked to write a short report about your country for a travelogue. Where are the people originally from? What is special about your country? Which are the main cities? Write the report and send it to your teacher." Below the prompt, there is a text box with a student's draft about Spain. The word count "298 Words" is displayed. On the right side, there is a sidebar with various links: "Dictionary", "settings", "Grammar Book", "Help", "My Progress", "My Assignments" (which has a purple notification icon and is circled in red), and "System Check". At the bottom of the text box, there is a blue button labeled "See Feedback" (also circled in red). The bottom of the interface shows "2 of 2 Automated Evaluation".



## Stage 3 – Review and Edit

The students will now be able to review feedback comments and improve their writing based on this automated feedback. This stage is essential in order for students to improve their writings skills.

The screenshot shows a software interface for automated writing feedback. It is divided into two main panels. The left panel, titled 'Automated Feedback', contains instructions: 'Click on the highlighted words to see detailed feedback. You can use the arrows to go to the next or previous comment.' Below this are three tabs: 'Development' (selected), 'Language', and 'Teacher Comments'. Under the 'Development' tab, there are two sections: '1. Introduction' and '2. Main Idea (1)'. The 'Introduction' section shows a student's text with several words highlighted in purple: 'i like like to celebrate the New Year's Day in 31 December evry year. This because in this celebration the people are a most lovely and everyone stop to think about the things they have been doing last years and plan the new things that they would like to do in the new year.' The 'Main Idea' section shows another paragraph with the word 'attract' highlighted. The right panel, titled 'Edit Text', contains the prompt: 'Write about a festival that you like to celebrate in your country. What food do you eat? What do you drink? Are there any special customs? Do you wear special clothes?' Below the prompt are icons for editing (cut, copy, paste, undo, redo, print) and a word count of '107 Words'. At the top right of the right panel is a 'Submit' button with a checkmark icon.

Teachers should explain to students that the automated evaluation tool will not automatically correct errors, but instead, it is designed to help students review and edit their work.

### Feedback on Language

As preparation, make sure your students are familiar with terms for parts of speech such as *verb*, *subject*, *noun*, *adjective*, in English. You should also make sure that students understand what these terms stand for. You should also review basic rules of English punctuation.

Many of the automated feedback comments concern improving sentence structure. The following classroom activity can be useful for teaching awareness of correct sentence structure. Write these sentences on the board:

*Ana Maria got up early and walked slowly down the street to buy some milk and bread when she saw her old friend driving very fast in a beautiful new yellow car; she waved quickly just before the car disappeared around the sharp corner.*



1. Divide students in to two or more teams. Explain that they must remove words from the sentence to make a shorter, but still grammatically correct sentence.
2. Teams take it in turns to remove words, according to the rules below, until the sentence has disappeared.
3. Erase the words as the teams choose them, making the sentence shorter and shorter. The team who removes the last word(s) is the winner

**Rules:**

- You can remove one, two, or three consecutive words.
- The sentence must still be grammatically correct after you have removed the word(s).
- You can add or remove punctuation when you remove words.(Optional)

Sample language comments that students may encounter:

<b>Comment</b>	<b>Explanation</b>
Fragments	This sentence may be a fragment or may have incorrect punctuation. Check that the sentence has correct punctuation and that it is complete.
Short sentences	You have many short sentences. You can improve your sentence structure by combining sentences.
Subject-Verb Agreement	This subject and verb may not agree. Check that the subject of the sentence agrees with the verb.
Determiner Noun Agreement	You may have used the wrong article (the/a/an).
Transitional Words and Phrases	You have used these transition words and phrases in your writing. Check to see if you have used each word or phrase correctly.
Missing initial capital letter in a sentence	Remember to use a capital letter at the beginning of a sentence.
Run-On Sentences	This sentence may be too long. Check if you need to add punctuation, linking words, or create separate sentences.

**Feedback on Development of Ideas**

The automated writing evaluation tool also provides general feedback on the development of ideas. You should also make sure that your students are aware that their writing should include the following elements: Introduction, Main idea, Supporting Ideas, Conclusion. Here are some sample comments on development that students might encounter:

Comment	Explanation
Introduction	Is this your introduction? The introduction tells the reader what you are going to write about. A good introduction also attracts the reader's interest and provides background information.
Main Idea	Do the sentences support the main idea of your writing? Use examples, explanations, and details to support and extend your main ideas.
Supporting Idea	Does this sentence support the main idea of your paragraph? Use examples, explanations, and details to support and extend your main ideas.
Conclusion	Is this your conclusion? A conclusion reminds the reader of your main idea and shows the importance of the ideas you have developed.

## Stage 4 – Final Feedback

Once the students have edited their work, they are ready to resubmit it for a second evaluation.

This time, the writing assignment is sent simultaneously to the automatic writing evaluation tool and to YOU, the teacher. Note, your students will not receive feedback on their second submission until you approve and send it to them.

To access your students' writing, click on "Writing Assignments" under the "Reports" section of the Teacher Management System.



Select the class you want to work on under 'Review Required'.

Placement Test Reports | Course Reports | Writing Assignments

Review Required

There are 2 Writing Assignments waiting to be reviewed:

Student Name	Class	Course	Assignment	Submission Date
Student1 PedProdQA	PedProdQA	Basic 1	At The Restaurant >> New ...	May 22, 2014
pps4 pps4	PedProdQA	Basic 3	Getting A Job >> Drama	May 22, 2014

You can now review the automated evaluation of your students' work and add feedback of your own if you wish to do so.

The screenshot shows the PedProdQA interface. On the left is a sidebar with a list of students: PedProdQA Student2, PedProdQA Student3, pps4 pps4, pps5 pps5, and Student1 PedProdQA (selected). The main area is titled 'Student1 PedProdQA' and has two tabs: 'Feedback' (active) and 'Summary'. Under the 'Feedback' tab, there is a section for 'Automated feedback comments' which is currently empty. Below this is a section for 'Student1's writing assignment' containing two paragraphs. The first paragraph is under the heading '1. Introduction' and discusses attacks in Nigeria. The second paragraph is under the heading '2. Main Idea (1)' and describes bomb attacks in Jos and Kano. At the bottom of the interface are buttons for 'Send feedback to all', 'Reset', 'Print', 'Save', and 'Continue'.

After reviewing the automated feedback, you should rate your students' assignment on the "Summary" screen.

The screenshot shows the 'Summary' tab of the PedProdQA interface. The 'Feedback' tab is also visible on the left. The main heading is 'Rate don3's writing assignment'. Below this, a message states 'You haven't rated this assignment yet.' and there is a blue button labeled 'Rate' with a right-pointing arrow.

Select from the following options:

Rate don3's writing assignment

<input type="radio"/>	<b>Very Good!</b>
<input type="radio"/>	<b>Good!</b>
<input checked="" type="radio"/>	<b>Keep Working!</b>

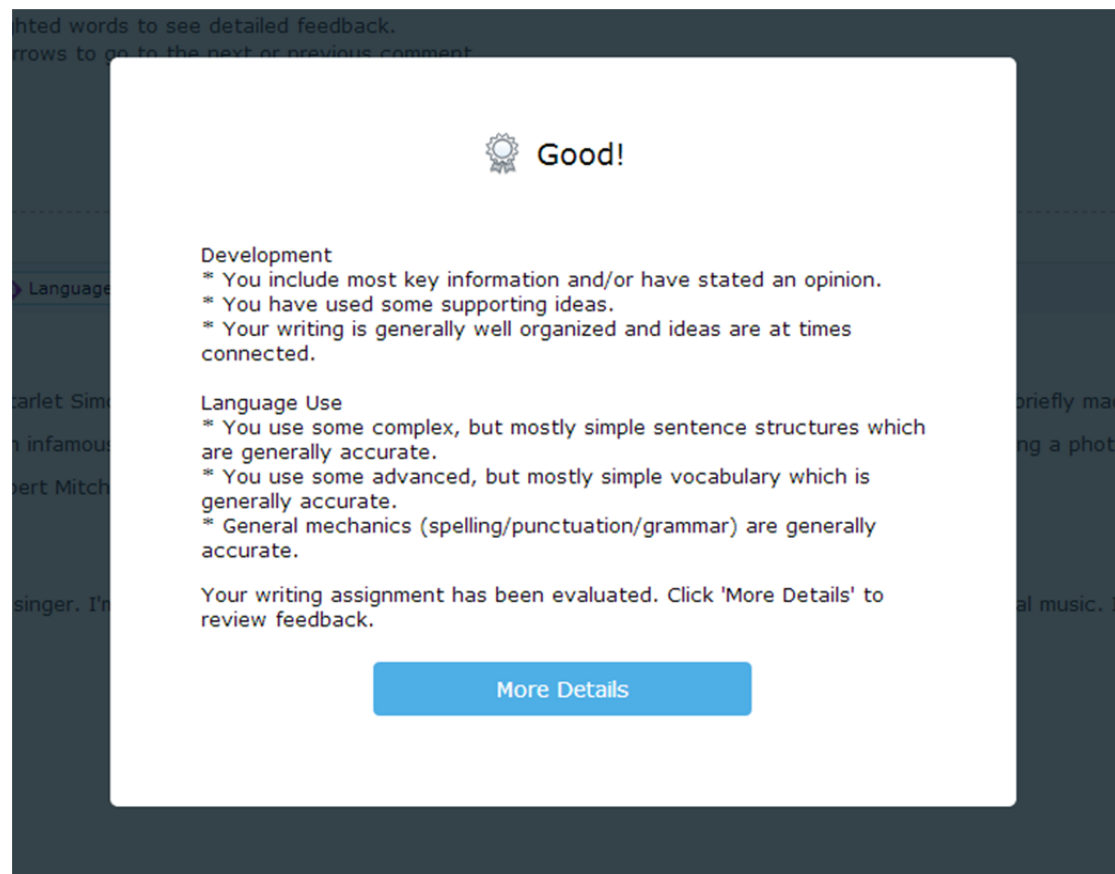
A rubric is provided to help you select a rating.

	Development	Language Use
Very Good!	The student includes key information and/or clearly states an opinion.	The student uses complex and simple sentence structures accurately.
	The student uses supporting ideas.	The student uses both simple and advanced vocabulary accurately.
	The student's writing is well organized and ideas are clearly connected.	General mechanics (spelling/punctuation/grammar) are accurate.
Good!	The student includes most key information and/or has stated an opinion.	The student uses some complex, but mostly simple sentence structures which are generally accurate.
	The student has used some supporting ideas.	The student uses some advanced, but mostly simple vocabulary which is generally accurate.
	The student's writing is generally well organized and ideas are at times connected.	General mechanics (spelling/punctuation/grammar) are generally accurate.
	The student may need to improve the way he/she expresses key information and/or gives opinions.	The student may need to improve his/her use of sentence structures, vocabulary and mechanics (spelling/punctuation/grammar).

<b>Keep Working!</b>	The student may need to improve his/her ability to provide support, organization and cohesion.	
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You can also add personal comments to your students.

After clicking "Approve" and "Send feedback to all", your students will receive their final feedback.



## Stage 5 – Expansion Ideas

The writing process does not have to end here. We encourage you to develop your students' writing further by trying these ideas in class:

- Start a class magazine
- Print and hang up students' work around the classroom
- Ask students to volunteer reading their written work out loud in class.
- Turn the story into a movie
- Post their writing in blogs and wikis

## Automatically Evaluated Writing Assignments in *English Discoveries Online*

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<b>BASIC 1</b>		
<b>Unit</b>	<b>Component</b>	<b>Open Question</b>
Unit 1 Meet a Rock Star	Reading: Meet Me!	You are looking for a new girlfriend / boyfriend and you want to write an ad. What is your job? What music do you like? What other things do you like (reading, sport, going out, etc.)? What don't you like? Send the ad to your teacher.
Unit 3 At the Restaurant	Reading: New Mexican Restaurant	Write a menu for Taco City. Read "New Mexican Restaurant" to help you.
Unit 4 Going Out	Reading: Richard's Romance	Read "Richard's Romance" again. What do you think happens next in the story?
Unit 5 On A Business Trip	Reading: More Women Traveling	Write an ad for the Dorchester Hotel. Explain how the hotel is offering special services to businesswomen.
Unit 6 About People	Listening: Outgoing Message	Write your own outgoing message with your name and number and send it to your teacher.
	Reading: Monaco	You are on vacation in Spain. Write a postcard to your friend. Where are you staying? Are you on vacation alone? What are you doing? Send it to your teacher.
Unit 7 For Sale	Listening: Ad	You work in a store that sells radios and televisions. The store is having a sale and you want to write an ad. What things are on sale? When is the sale? What are the prices? Send it to your teacher.
	Reading: Car for Sale	You want to sell your car and you write an ad. What kind of car is it? What color is it? What's the price of the car? Send the ad to your teacher.
Unit 8 On the Move	Reading: Susan's Train Ride	What happens next to Susan? Write a short paragraph about what Susan does next. Does she go to her meeting? What does her boss say? What does her husband say?



BASIC 2		
Unit	Component	Open Question
Unit 1 Buying and Selling	Listening: Phone Sales	Your company sells a music magazine called "Rock City." This month there is a sale: the magazine costs less if you buy more, and it comes with a free CD. Write a telephone ad. What's the magazine about? How much does it usually cost? How much is it now? What is your telephone number? Write the ad and send it to your teacher.
	Reading: Wrong Color	Why is the story called "Wrong Color"? Who ordered a green chair? Who ordered a brown chair? What happened? Write the answer and send it to your teacher.
Unit 2 Healthy Eating	Reading: Dieters are Feeling Great	You are doing the Kim Fit diet and are losing lots of weight. Write a letter to a friend telling him / her how it has made you feel, what you ate before the diet, and what you eat now. Send it to your teacher.
Unit 3 Getting Help	Reading: Clean-House Agency	Read the ad for Clean-House Agency. Write your own ad. What service do you offer? What advantages does your service give? Give contact details. Send the ad to your teacher.
Unit 5 Enjoy Your Meal!	Listening: Restaurant	Nick is telling a friend about the two girls who came to the restaurant today. He tells them what they ordered to eat and drink. Write what Nick says and send it to your teacher.
Unit 8	Reading: Grumble's Department Store	You have a summer job working in a shoe store. Write a postcard to your friend. What do you like about your job? What don't you like about it? Is the store crowded? Do you get many breaks? Send the postcard to your teacher.

<b>BASIC 3</b>		
<b>Unit</b>	<b>Component</b>	<b>Open Question</b>
Unit 1 Getting a Job	Listening: Drama	Barry calls his friend to tell her about the audition. What does Barry say? Who called him? What was the phone call about? What is the audition for? Will the appointment be for today or tomorrow? Is Barry happy or sad? Send your answer to your teacher.
Unit 2 Business Matters	Reading: Business	You need to make an appointment with your bank manager. You leave a message on his/her voice mail. Write your message and send it to your teacher.
Unit 3 Planning a Vacation	Reading: Ad	You want to make travel arrangements for your business trip. Write a fax to Best Tours. Where are you going? What kind of flight do you want? Do you need to reserve a hotel? Do you need to rent a car, or arrange train or bus tickets? Send the fax to your teacher.
Unit 4 Eating Out	Reading: Pearl's Party Service	Write an ad for a party service. What's the name of the party service? What food does the party service provide? Send your answer to your teacher.
Unit 5 Traveling Abroad	Reading: Outgoing Message	Jackie is going away for 10 days to London. Write her outgoing message. When is Jackie coming back? Does she have an emergency phone number? Is she going away for business or vacation? Write your message and send it to your teacher.
Unit 6 Emotions	Reading: Malcolm's Special Day	How did you celebrate your birthday this year? Did you have a party? Did you get any special presents? Write a short paragraph about what made your birthday special this year.
Unit 8 Tickets, Please!	Reading: Tickets, Please!	What are the advantages and disadvantages of being an actor? Write a short paragraph.

<b>INTERMEDIATE 1</b>		
<b>Unit</b>	<b>Component</b>	<b>Open Question</b>
Unit 1 Education	Reading: College for Kids	You have a child in kindergarten and you read the article "College for Kids." You really agree with what Eleanor Idle says and you decide to write a letter to the magazine. Tell them what you like and don't like about your child's education, and say why you agree with Eleanor Idle's opinions. Use the article "College for Kids" to help you.
Unit 3 Celebrations	Reading: The First Thanksgiving	Write about a festival that you like to celebrate in your country. What food do you eat? What do you drink? Are there any special customs? Do you wear special clothes?
Unit 4 Bad Weather	Listening: Weather	You are writing a weather report for your local radio station. Describe what the weather will be like today and tomorrow. Will it be hot or cold? Are you expecting winds or rain? Will there be thunder and lightning? What temperature will it be? Is this normal for this time of the year?
Unit 5 Arts and Entertainment	Reading: The Garbage Man	You go and see Harry's exhibition at the Plaza Art Gallery. What kind of things do you see there? What are the pieces of art made out of? What kind of garbage has he used? Which pieces of work are exhibited? Do you like Harry's art? Why? Why not?
Unit 6 At Work	Reading: Overtime	Write a note to the company accountant asking to arrange a meeting. State when you would like the meeting and what you would like to discuss.
Unit 7 Sending a Package	Listening: Family	Imagine you are Deidre. Write a short thank-you note to your mother-in-law, thanking her for her present.
Unit 8 Emergency	Listening: Emergency	John's girlfriend hears the message and writes John a note. Write the note to John. Say what's happened; how the accident happened; what's happened to Mike and where he is.

INTERMEDIATE 2		
Unit	Component	Open Question
Unit 2 Accidents	Reading: Cliff Terror	Have you ever been on a hiking trip that went wrong? Where did you go? What was the weather like? What happened? Did you get lost? Did you get hurt? Write a paragraph about a trip that turned out differently from what you expected.
Unit 3 Problems	Reading: A Foreign Affair	What will Melanie do next? How will Neil react? Write a continuing paragraph.
Unit 4 Helping Out	Reading: She Owes You a Favor	Write a thank-you note from Alison to Barry.
Unit 5 Dreams and Ambitions	Reading: The Singer	Your friend wants to be a singer but she is very shy. She has asked you for some advice. Write her a letter giving her some advice and encouragement.
Unit 6 Money Matters	Listening: Quiz	You are a fan of "Get Rich Quick." Write a letter to the producer of the show telling him why you like the show and suggesting some quiz questions for next week's show.
Unit 7 Politics	Listening: News	What has been in the news lately? Write a short news report about what has been happening in your country lately.

INTERMEDIATE 3		
Unit	Component	Open Question
Unit 1 Couples	Reading: A new Acquaintance	What happens to Meg at The Deep Blue Sea? Does she also meet someone? Continue the story.
Unit 3 Problems at Work	Reading: Fifty Days and Counting	You are one of the striking laborers; write a letter to your local newspaper explaining the reasons for the strike and how you think it can be resolved.
Unit 5 Health and Happiness	Listening: Doctor	Continue the conversation between Lully and her mother. Does Lully's mother plan to go to the party?
Unit 6 Going Out	Reading: Get Ready for a Hot Date	Your friend is going on a job interview. Write a list of suggestions to help your friend get ready for the interview.
Unit 7 Restaurant Reviews	Reading: A Seafood and Steak Surprise	Describe your favorite restaurant. What kind of food does it serve? What is the decor like? How is the service?
Unit 8 Meeting People	Reading: The Day I met Mick	Write about a bad day you had recently. What went wrong? Who did you meet? Did things work out in the end?

ADVANCED 1		
Unit	Component	Open Question
Unit 1 Cultural Differences	Reading: Culture Crash	What is considered good manners for guests in your country? Should you bring a gift? Should you arrive early or late or on time? Is it acceptable to refuse certain food? How should you dress? Write a paragraph about how you should behave when someone invites you to dinner in your country.
Unit 2 Life in the City	Reading: Adam's Murder Mystery update	Write a short profile of Gregory Adams, based on the information in the reading passage and your own imagination.
Unit 3 Dangerous Sports	Listening: Sports	What is your opinion of Martha? Do you think she is crazy or do you admire her? Write a paragraph justifying your point of view.
Unit 4 Complaints	Reading: Complaint	You have bought a computer from the appliance department at your local department store. Since you bought it, you have not been able to get it to work. You have followed the instructions and have even been in touch with a technician who has explained how to use it, but still, nothing happens. You write a letter of complaint to the store manager stating all the facts: what you bought; when you bought it; what the problem is; what you've done to try and make it work. Tell the manager which action you expect him to take -- do you want to have it repaired or exchanged?
Unit 5 Business Strategies	Reading: Request	You want to publish a monthly magazine for disabled children. Write a letter to a company of your choice requesting money to support your project. Use Kara's letter to help you. Send the letter to your teacher.
Unit 6 Communication	Listening: Soap Opera	Carlos writes a letter to his sister in Mexico. He tells her about meeting Cathy, and how excited he is about getting to know someone from a different culture. He mentions the incident with the hat, but believes Cathy

		<p>didn't mean to offend him. Now he's looking forward to dinner with Cathy, and hopes they will get on so that he can teach her Spanish. Write Carlos's letter to his sister.</p>
<p>Unit 7 Medical Issues</p>	<p>Reading: Common Sense. Not Blind Faith</p>	<p>The writer of this article tried to give a balanced opinion of both alternative and conventional medicine. What is your opinion? Write a short paragraph in favor of either alternative or conventional medicine. Support your arguments with examples.</p>
<p>Unit 8 How Smart Are You?</p>	<p>Reading: Starting Young</p>	<p>You read the article "Starting Young," and you think the information could be useful to your brother who has two young children. You decide to write him a letter in which you recommend extra foreign language instruction for his children. Include details from the article.</p>



ADVANCED 2		
Unit	Component	Open Question
Unit 1 Telling the Truth	Reading: Personal	You are Daniel and you write back to Michael. Express sympathy for what he's been going through and recommend a good therapist.
Unit 2 Business Careers	Listening: Business	You are a manager of a company and have decided to take the day off. You leave a phone message for your secretary telling him what needs to be done in your absence. Write the message and include the following: your reason for taking the day off; letters that need to be written or answered; clients that need to be informed of certain things; appointments that need to be made or canceled. Include any other information which is necessary.
Unit 3 Agreeing and Disagreeing	Reading: Fun and Games	Imagine you are one of the campers at Camp Laguna. Write a postcard home to your family describing the camp, the counselors, and some of the activities.
Unit 4 Too Much Work	Listening: Ad	ASSIST distributes flyers to advertise their services. Write the flyer for ASSIST and send it to your teacher.
Unit 7 Economics	Reading: Complaint	Mr. T. L. Jones writes back to Elizabeth. Decide how he's going to settle the matter and write the letter.
Unit 8 Interviews	Listening: Mystery	Viola writes to her mother and explains why she wants to give up modeling. Write Viola's letter and send it to your teacher.
	Reading: Dear Dotty	Imagine you have read "In Response". Write a review about the book for a magazine. Decide whether to give it a good review or a bad review. Send the review to your teacher.

ADVANCED 3		
Unit	Component	Open Question
Unit 1 Relationships	Listening: Mystery	Lacey and the doctor are getting on very well. The doctor invites her out for lunch. What happens next? Continue the conversation and send it to your teacher.
Unit 2 Overcoming Difficulties	Reading: Mitch's Helping Hands	Write a short profile of someone you admire, who has overcome difficulties in their personal life. It can be a famous person or someone that you know personally. Give some background information about the main events in their life. Describe their personality and what makes them special.
Unit 3 Business as Usual	Reading: Request	You have decided to fill in the questionnaire and are sending it back with a letter to Mr. Eagleson. You are very happy that you have been chosen to take part in this survey, and you want to add a paragraph summarizing your consumer habits: the ads you really like and why; the stores you prefer to shop in and why; examples of ads you saw that persuaded you to buy the product. Express your enthusiasm at being a part of this survey and ask to be considered again in the future. Write no more than 150 words. Send the paragraph to your teacher.
Unit 4 The Great Outdoors	Listening: Travel	You have been asked to write a short report about your country for a travelogue. Where are the people originally from? What is special about your country? Which are the main cities? Write the report and send it to your teacher.
	Reading: A Nature-Lover's Vacation	Jason works in advertising and he has been asked to write a brochure for the Yosemite National Park. Write the brochure for Jason. Describe the park. What can you do in the park? How do the park keepers help the visitors? Send the brochure to your teacher.

Unit 5 Exceptional Women	Listening: Romance	Read the letter in Practice 2 that Bobby has sent to Emily in a last attempt to win her love. Pretending you are Emily, reply to Bobby's letter. In the letter, tell Bobby that you feel differently about things, and that you no longer want to be in contact with him. Use the clip and Bobby's letter to give you some ideas. Send the letter to your teacher.
	Reading: Mystery Girl	What happens next in the story? Continue the adventure of "Mystery Girl."
Unit 6 Truth and Lies	Reading: Violations May Damage Treaty	You are a member of the Canadian Businessmen's Forum. You need to present a summary of the Coltech scandal at an emergency meeting of the Forum. Write a 150-word summary of the scandal and its business implications, using the information in the reading text.
Unit 7 Believe it or Not	Reading: Personal	You are Valerie. You don't believe in the supernatural at all. Write a reply to Beth's letter. Write no more than 150 words.
Unit 8 Strong Feelings	Listening: Soap Opera	Margot Sacks could be in danger. A detective is on his way to try and help her. What happens next? Continue the radio script.
	Reading: Ghost Castle	In "Ghost Castle," strange things happen at the end. Caspar's fears turn out to be not so irrational after all. What happens next? Where are Gloria's relatives? What happens to Gloria and Caspar? Write the concluding paragraph.

## Additional Ways to Provide Feedback on Writing Assignments

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### Correction Codes

One of the most common ways to give feedback on writing is to use a correction code for annotating students' work. Students can also be encouraged to use similar codes when assessing their own or a partner's work.

#### Example correction code

Code	Comment
ww	wrong word
nn	not necessary
wf	wrong form
t	tense
wo	word order
np	new paragraph needed
sp	spelling
j	join the idea together
p	punctuation
?	what do you mean?
mw	missing word

Students should receive a copy of the codes and should become familiar with using them. A way for teachers to familiarize students with this code is to hand out a piece of writing that has been assessed with the code and get the students to make the corrections.

To make the self-correction more challenging, teachers can put the codes at the end of each line so that the student has to read through each line for problems. As an alternative to codes, teachers can write the number of problems at the end of the line. To make it even more challenging, they could put the number of problems at the end of each paragraph or the whole piece of writing.


### Summary Charts and Rubrics

Together with the correction code, it is a good idea to have a chart that gives overall ideas on the submitted work. Teachers should attach a copy of the chart to their students' work when they hand it back. A chart could take the form of a verbal summary or rubric for a numerical final mark. Here are some examples:


Writing Feedback Summary				
	Very good	Good	Satisfactory	Could be better
General Presentation				
Overall Task				
Organization				
Interest				
Grammar				
Vocabulary				
Punctuation				
Spelling				

## General Written Feedback

Another approach is for teachers to write a few paragraphs about the strengths and weaknesses of the piece of writing or to take time to explain face-to-face to their students what they can do to improve. Again, students should also be encouraged to read each other's work and write a response or reply.

 **Steve's Application Form**

Steve is writing an application form. Read the form. What is Steve's address?



## Additional Opportunities for Writing Practice in *English Discoveries Online*

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### Writing Components

Currently available only in *First Discoveries*, the Writing components focus on a range of text types such as informal letters, forms, and email messages. These components help learners identify key elements in the different text types by presenting models of each one and providing specific contexts for practicing them. Learners fill in blanks in a text of a similar type to that modeled in Explore mode. The focus here is on reinforcing learners' mastery of the written conventions of different text types, for example, email addresses, subject lines, dates and addresses in letters, greetings, and closure in formal letters. Learners are also required to produce partial or complete texts by typing them on the computer. The written product can then be sent to the teacher's inbox for evaluation. These practice exercises provides learners with an excellent opportunity to practice their English writing skills in a user-friendly environment.

### Reading and Listening Models for Written Tasks

Studies have shown that students who improve their reading and listening skills will almost certainly be indirectly boosting their ability to write in English. The Reading and Listening components of *English Discoveries Online* provide students with exposure to a range of text types, such as letters, articles, reports, compositions, stories and postcards, which can serve as a model for a wide range of writing tasks.

### Authoring Tool Writing Activities

Teachers who have access to the Authoring Tool can use the open practice questions to create writing activities in which students can summarize texts, give their opinions and answer comprehension questions at sentence and paragraph level. You can also use this feature to encourage students to produce texts such as letters, emails and postcards, according to models, which can be supplied in the Explore section. Teachers can use the Teacher-Student Communication Tool to edit and comment on work and return it for revision.

## The Community Site

The *English Discoveries Online* Community Site provides students with authentic writing tasks that are extremely relevant to their day-to-day lives. The Community Site includes real-life communication tools, such as web pals and forums to enable students to communicate in writing with peers all over the world. Teachers can use the site to assign topics for communication that are appropriate for their students' needs. The Community Site provides students with the ideal opportunity to participate in the following everyday writing tasks:

- Participate in forums
- Write emails to other students

## The Student Workbooks

*English Discoveries Online* Student Workbooks contain a wide range of writing tasks to help give students practice in this important skill. The workbooks provide models for guided writing, such as personal and business letters, postcards, stories, dialogues and reports. Checklists and word banks that help students compose their work generally accompany these models. Each unit of the course has at least one such task as well as numerous shorter sentences level tasks. Students are given practice in both formal and informal written English and are given the opportunity to draw from their personal experiences and creativity. In the process of the teacher training examples of rubrics for assessing written presentations will be provided and it is suggested that teachers use self-assessment and peer correction as well as process writing in order to help students fulfill their potential in this area. Teachers can also refer to the Teacher's Guide.

## The Teacher-Student Communication Tool

One of the important characteristics of the Internet is that it enables easy communication between students regardless of time or place. *English Discoveries Online* makes the most of this capability by providing an online teacher-student communication tool which fosters writing skills. In addition to using this tool to grade open writing questions, teachers can also use it to set additional writing assignments, send models and sample answers and even checklists.

Students can then easily send their assignments back to the teacher for assessment. This tool facilitates the creation of writing assignments for classes, or even individual students and helps teachers keep track of the work their students have sent them.