

Integrated Activity:

For the following set of activities, you will use your knowledge from the stories studied: *By The Rivers of Babylon* and *There Will Come Soft Rains*. The first and the second part will be done entirely in your notebook. Nevertheless, you will publish your story in *Assignments in Teams*.

1. Assignment:

Use your knowledge of “*By the Waters of Babylon*” and “*There Will Come Soft Rains*” as inspiration to write a narrative that answers this question:

After the end of the world, how do we begin again?

Elements of a Narrative A narrative is any type of writing that tells a story, whether it is fiction, nonfiction, poetry, or drama. An effective narrative connects specific incidents with larger themes and includes these elements:

- an introduction to the characters and the situation they face
- a specific perspective or point of view from which the story is told
- events and characters developed through narrative techniques such as dialogue, pacing, and description
- a smooth and logical sequence of events
- precise words and phrases, descriptive details, and sensory language
- an ending that conveys the significance of story events

2. Establish a Situation

You need to establish a situation at the outset of your narrative to engage and orient the reader. First, review “*By the Waters of Babylon*” and “*There Will Come Soft Rains*” to determine how the authors establish the situations in their stories. Then, answer these questions to establish an engaging situation for your own narrative.

- Who are the characters?
- Where and when do the events take place?
- What are the characters trying to achieve?
- What obstacle(s) will they have to overcome to achieve their goal(s)?
- What happens in the end? Write a sentence describing the situation:

3. Organize Your Narrative

- the exposition introduces the setting, the characters, and the basic situation
- the rising action introduces and develops the central conflict, or problem
- the climax, or turning point, is the highest point of the action and tension
- the falling action shows how the conflict lessens in intensity
- the resolution shows how the conflict is resolved, ties up loose ends, and often conveys an insight or change by the main character

Use the graphic organizer to take notes on how you will include the plot elements in your own narrative.

The sequence of related events in a narrative is known as plot. There are five elements of plot:

EXPOSITION	
RISE IN ACTION	
CLIMAX	
FALLING ACTION	
RESOLUTION	

Integrated Language Activity

David Yellin



Integrated Language Activity:

Resources in Education ,1998 Online Intercultural Exchange Robert O'Dowd,2007-01-01 Providing an overview of how online technology is being used for foreign language learning this title assesses three different models of telecollaboration and covers theoretical approaches to online intercultural exchange as well as practical aspects **Literacy and second language learning for the linguistic integration of adult migrants** Fernanda Minuz,Jeanne Kurvers,Karen Schramm,Lorenzo Rocca,Rola Naeb,2022-06-15 Language skills foster among other things social inclusion access to education and employment Within this context non literate or low literate migrants have specific educational needs This reference guide is meant for language educators curriculum designers and language policy makers in their endeavour to design implement evaluate and improve curricula tailored toward the specific needs of non and low literate adult migrants This group of migrants faces the complex and demanding task of learning a language while either learning to read and write for the first time or developing their literacy skills They rarely receive adequate instruction in terms of hours of tuition and targeted teaching approaches whereas they are very often requested to take a compulsory written test The reference guide contains a definition of target users and learners the rationale related to the development of the descriptors principles for teaching literacy and second languages scales and tables of descriptors aspects of curriculum design at the macro meso and micro levels and recommendations on assessment procedures and tools within the learning environment The guide also contains descriptors that build on the Common European Framework of Reference for Languages CEFR and the CEFR Companion volume up to the A1 level for adult migrants with special attention given to literacy learners **Essentials of Integrating the Language Arts** David Yellin,2017-05-12 B 11 Sports Books *Problems of and Perspectives on Language Acquisition* Diāna Laiveniece,2019-01-15 This volume brings together a selection of articles about research conducted on language acquisition in the Baltic States in Latvia and Lithuania a field which has witnessed massive growth in recent years It will stimulate the reader to ask questions think of solutions argue and propose counterarguments with regards to language acquisitions in this region The driving force in this field is dialogue and argumentative discussion not utilitarian notes and advice and through detailing a range of views on language acquisition problems and perspectives this volume achieves that aim *Teaching English Through ELA, Mathematics, Science, and Social Studies* Long Peng,2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a

starting point this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book s webpage at Routledge com 9780367521134 Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in furthering their students language and literacy development

Transnational Activities and Immigrant Integration in Germany

Reinhard Schunck, 2014-02-17 This book investigates both the causes and effects of transnational activities among immigrants in relation to their integration into the receiving society It uses large scale representative data about first and second generation immigrants in Germany It develops a formal theoretical model which explains both transnational involvement and paths of immigrant integration Important questions are answered What consequences does transnational involvement have on integration Is transnational involvement a distinct form of integration Is it an alternative to assimilation Does it hinder or facilitate assimilation Longitudinal analyses are presented which show that immigrant integration and transnational involvement do not necessarily oppose each other The book shows that although low levels of integration may coincide with strong transnational ties the relationship is not causal This book shows how immigrant integration and transnational involvement are related to each other and how a joint examination of both processes may advance our understanding of the general dynamics of migration and integration

Contemporary Linguistics: Integrating Languages, Communities, and Technologies, 2025-06-26 The International Congress of Linguists ICL takes place every five years It is the meeting where the world s leading linguists present their research and discuss the progress of their work and the state of their profession 21st ICL Pozna 2024 is a highlight in this series In twelve plenary lectures eighteen extensive sections and twelve focus streams two special panels and numerous workshops all theories and schools new developments and emerging sub disciplines of linguistics are discussed This book contains the plenary lectures and all introductions to the sections and focus streams that cover special areas of interest and thus offers the State of the Art of Linguistics in 2024

Blended and

Online Teaching in the Humanities Marie-Anne Visoi, 2019-03-05 This book offers tested practices for successful design implementation and teaching of blended and online courses in French and cultural studies Founded on recent research it promotes a contextualized accessible environment through increased online access to authentic materials face to face creative interaction and embedded formative assessment Each chapter focuses on major pedagogical issues associated with teaching blended and online courses including instructional design teaching tools adapted to a media rich learning environment and formative evaluation techniques through rubric based assessment self evaluation and peer interaction The book will appeal to humanities faculty and teaching assistants who plan the transition from the traditional classroom environment to blended and online teaching The examples provided throughout clearly indicate that a good combination of proven pedagogies and technology supported strategies will greatly enhance the quality of students learning through the acquisition of advanced linguistic skills and cultural competence in preparation for bilingual career certification work and study abroad and will lead to a deeper understanding of blended and online teaching and the future use of technology in higher education Designed for use in small and large undergraduate courses in colleges and universities around the world the book will be a major asset to any library collection looking to expand its humanities and education collections and reference sections

Content and Language Integrated Learning María Luisa Carrió-Pastor, 2009 The adoption of Content and Language Integrated Learning CLIL in Higher Education teaching has been widespread This learning strategy has developed the need to learn foreign languages and to communicate with people with different cultural backgrounds Culture learning should be part of language and content teaching as Higher Education involves language skills topic comprehension and sociological capabilities Teachers explore new teaching strategies which imply diverse goals and focus on different cultural backgrounds The contributions of this book comment the multicultural awareness of the students involved in learning another language and the facts implied in teaching in a multicultural environment

Adult Biliteracy Klaudia M. Rivera, Ana Huerta-Macias, 2017-09-25 Offering an in depth view of adult literacy biliteracy by merging two fields adult literacy and English as a Second Language this volume brings to the forefront linguistic demographic sociocultural workforce familial academic and other issues surrounding the development of bilingualism and biliteracy by adults in the U S As such it helps to fill a gap in the research literature on language development among adults which has traditionally placed more emphasis on the development of oral English Most important it brings to light issues that are integral to the success of immigrant populations in the U S issues that politicians policymakers educators and employers must place at the top of their agendas as immigration reform is being formulated and implemented Adult Biliteracy Sociocultural and Programmatic Responses critically analyzes the assumptions that normalize monolingual and mono literate approaches to adult education and to the teaching of English to immigrants and other language minorities in the U S By integrating theoretical principles with their applications it furthers the discussion of the effects that bilingualism and biliteracy have on adult instruction

Applying research based theoretical principles to the contexts in which adults learn work engage in civic participation raise their children and come together in community this volume sheds light on the multiple ways in which adults use their first and second languages in the diverse sociocultural and educational contexts in which they function and learn in two languages Highly relevant for researchers professionals and students concerned with second language education adult education and applied linguistics this book will particularly interest those whose work focuses on the education of immigrant and national language minorities

Language Teachers' Stories from their Professional Knowledge Landscapes

Lesley Harbon, Robyn Moloney, 2017-06-23 Language Teachers Professional Knowledge Landscapes is a collection of fourteen narratives from teachers of different languages at different school levels in different contexts across Australia This volume brings together not simply language teacher stories but also more political stories of the problems associated with school programs and contexts Highlighted through these stories are some of the major political issues in schools that impact language teachers work and their students success in sustained language study The book is conceptually framed by the work of Clandinin and Connelly 1996 and their notion of levels of stories told by teachers about their classrooms the secret the sacred and the cover stories The term professional knowledge landscape is used to indicate how teachers can critically situate their work and thereby understand it better The collection includes the stories of two outstanding primary language educators and a story of mixed success in a rural program in teaching the local Aboriginal language Ngarrabul There are stories of frustration with policy failures particularly in supporting the learning of Asian languages Many of the teacher narrators ask the confronting question What blocks language learning in Australia They offer the strategies which they have developed that they see making a difference Other narratives offer autoethnographic tracking of careers for example as a teacher of Latin and Classics Japanese French Spanish Russian and of teachers ongoing vigour and creativity in advocacy A number of teachers examine their own identity story for the intercultural learning which they then offer and extend in student learning Consistently expressed there is the need for teachers to take up individual responsibility while still being strongly supported by their professional community It is us who make the difference one teacher concludes Supported by a strong Foreword by Canadian scholar F Michael Connelly this ground breaking collection of narratives represents a form of social research in providing critical illustrations of the issues needing attention for national language education enhancement It is the only extended inquiry into language teaching in the context of an active policy initiative environment and the first volume to address the language education landscape through the voices of active language teachers

The Really Practical Guide to Primary English Diana Bentley, 1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to understand The authors have all taught English in the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields

TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy Crawford, Jenifer, Filback,

Robert A.,2021-09-17 The field of TESOL encompasses English teachers who teach English as an additional language in English dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language This range of educators teaches English to children adolescents and adults in primary secondary post secondary popular education and language academies or tutoring centers The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good There is an urgent need for readily reproducible and step by step research based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices This book would serve as a critical addition to current literature in TESOL TESOL Guide for Critical Praxis in Teaching Inquiry and Advocacy is an essential reference that provides practical and equitable step by step guides for TESOL educators through the current best practices and methods for effective and equity minded teaching critical inquiry and transformative advocacy This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching which will lead to the integration of social justice focused practice across the new curriculum Covering topics such as integrated language instruction equity and inclusivity critical consciousness and online learning this text is essential for in service and pre service TESOL educators education students researchers administrators teacher educators and academicians

Integrated Education and Learning Nima Rezaei,2023-01-01 Integrated Education and Learning aims to discuss novel approaches to offer integrated educational methods Within the last few years educational techniques have evolved to favour critical thinking and improve learning skills This volume links thinking and learning in educational settings and discusses diverse mechanisms that influence this association including meta cognitive capacity memory cognitive style conceptual approaches digitalization teaching approaches echoing and questioning It embraces this discussion at all levels from early childhood education to higher education This book also includes teaching tips for creating a learning environment that cultivates students creativity and critical thinking on both online platforms and live in classroom The book follows discussing the merits of an integrated educational paradigm that will help develop highly intellectual thinkers and will promote modern values to face current and future challenges Finally the book shows a balance between learning and education to enhance creativity critical thinking and social skills

English-Only Instruction and Immigrant Students in Secondary Schools Lee Gunderson,2017-09-25 This book is for teachers teacher educators school and district administrators policy makers and researchers who want to know about literacy cultural diversity and students who speak little or no English It offers a rich picture of the incredible diversity of students who enter secondary school as immigrants their abilities their needs and their aspirations The studies reported are part of a large longitudinal study of about 25 000 immigrant students in a district in which the policy is English only instruction These studies provide multiple views of the students lives and their

success in schools where the language of instruction differs from the languages they speak with their friends and families explore the students views of teaching and learning describe the potential differences between the students views and those of their teachers look at issues related to students views of their identities as they work study and socialize in a new environment and examine different reading models designed to facilitate the learning of English as a second language ESL Educators and researchers will find the descriptions of students simultaneous learning of English and of academic content relevant to their view of whether instruction should be English only or bilingual For teachers who view multicultural education as an important endeavor this book may on occasion surprise them and at other times confirm their views The author does not attempt to develop a particular political viewpoint about which approach works best with immigrant students Rather the objective of the studies was to develop a full rich description of the lives of immigrant high school students enrolled in classes where the medium of instruction is English The reader is left to evaluate the results

Second Language Use Online and its Integration in Formal Language Learning Andrew D. Moffat, 2022-07-06 This book explores the relationship between online second language L2 communicative activities and formal language learning It provides empirical evidence of the scale of L2 English use online investigating the forms most commonly used the activities likely to cause discomfort and the challenges experienced by users and takes a critical approach to the nature of language online beyond the paradigms of written versus spoken The author explores the possibilities for language teaching practices that engage with and integrate learners L2 English online use not only to support it but to use it as input for classroom learning and to enhance and exploit its incidental learning outcomes This book will be of interest to postgraduate students and researchers interested in computer mediated communication online discourse and Activity Theory while language teachers will find the practical ideas for lesson content invaluable as they strive to create a successful language learning community

Kits, Games, and Manipulatives for the Elementary School Classroom Andrea C. Hoffman, Ann M. Glannon, 1993 This comprehensive sourcebook which identifies and locates kits games and manipulatives is organized into broad subject areas including reading and language arts mathematics social studies science and health and the arts Some 1 500 entries provide physical descriptions of the materials and

Primary Languages In Practice: A Guide To Teaching And Learning Jones, Jane, McLachlan, Angela, 2009-10-01 Presents a framework of professional development for primary languages teachers The book is aimed principally at trainee teachers on specialist primary languages training programmes but also provides guidance for those on general Primary PGCE programmes

Developing and Designing Materials for English Language Teaching and Learning Benâ Gül Peker, Ahmet Acar, 2024-02-20 One of the tools that English language teachers use to effectively carry out English language teaching and learning is materials In this context English language teachers and English language teacher candidates must have the necessary knowledge and skills regarding creating and designing English language teaching and learning materials For this reason in many universities around the world courses related to material

design and development are taught in departments that train English language teachers Following current developments in foreign language materials design and development is a priority for publishing houses especially those that design textbooks in the light of current approaches Thus this book provides textbook publishers and English language teacher trainees teachers academicians and practitioners with the current theoretical and practical directions in developing designing and implementing materials to enhance foreign language learning and use

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