

Comprehensive Unit Design Framework

TESL 9008

By: Ameerah Lopez

For: Heather Cordeiro

April 18, 2019

Part 1

#	EVALUATION	% Weight
1.	Attendance	10%
2.	Participation	10%
3.	Assignments	30%
4.	Midterm	25%
5.	Final	25%
Required Textbook: No Textbook		
<i>Please note that the following is a general course plan. There may be times when adjustments are made to activities and evaluation dates. You will be notified of any changes to the information in this plan.</i>		

ESL 101: Advanced Grammar

Dates	Topics/Skills	Resource/Reading/Materials	Evaluations
Week 1	2 hrs (Intro) 7 hrs Gerunds and Infinitives		
Week 2	2 hrs Gerunds and Infinitives 7 hrs Gerunds and Infinitives		
Week 3	4 hrs Gerunds and Infinitives 5 hrs Modals		Assignment 5%
Week 4	9 hrs Modals		

Week 5	6 hrs Modals 3 hrs Active/Passive		Assignment 5%
Week 6	9 hrs Active/Passive		
Week 7	8 hrs Active/Passive 1 hr Midterm		Assignment 5% Midterm 25%
BREAK WEEK			
Week 8	9 hrs Adjective Clauses		
Week 9	9 hrs Adjective Clauses		
Week 10	2 hrs Adjective Clauses 7 hrs Adverb Clauses		Assignment 5%
Week 11	9 hrs Adverb Clauses		
Week 12	4 hrs Adverb Clauses 5 hrs Subjunctives		Assignment 5%
Week 13	9 hrs Subjunctives		
Week 14	6 hrs Subjunctives 2 hr Review		Assignment 5% Midterm 25%

	1 hr Final		
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Lesson Plan

Background Information			
Institution: Niagara College	Course Name/Description: Advanced Grammar	Lesson Length: 1 hour	
Level: 5	Description of Students: EAP	Number of Students: 22	
Lesson Information:			
Lesson Objectives: - "Students will be able to formulate new sentences by reduction of the adverb clause." By the end of this class, students will be able to demonstrate their understanding of adverb clauses by identifying them in sentences. After, students will reduce or replace the clause within the sentence.			
Specific Skills / Content Focus: (Presentation, Practice, Production)			

Present material, have students identify adverb clause structures in textbook, handouts, kahoot and power point slides.			
How does this lesson fit in with the previous and next lessons? Supports advanced grammar structures already focused on using adjective clauses which leads into more difficult lessons as subjunctives.			
Lesson Plan:			
Time	Element	Materials and Rationale	Type of Interactions <i>**see below</i>
	BRIDGE IN		
	Procedure:		
2 mins	Show YouTube video about adverb clauses	Projector, wifi connection, laptop, iPads	TL
	OBJECTIVES		
3 min	State above objectives for the	On board before class and in	TL

	students and write on board.	powerpoint on screen	
	Procedure:		
8 mins	Write the sentences and ask students to identify the independent and dependent clause. Once this is completed, explain that the dependent clause functions as the “adverb clause.”	Whiteboard & markers	TL
30 mins	Present adverb clause PPT to students and have them complete the activities from the textbook (embedded in PPT). As each activity is completed, have students present answers on the whiteboard	Adverb clause PPT, pens/pencils, whiteboard, projector, handouts, pens/pencils	TI
10 mins	Ask students to complete the adverb clause activity to determine if students understand the grammar structure. As students complete the activity, give them the adverb clause handout to complete. Kahoot!	Kahoot website	TI
7 min			
Assessment:			
How will you know the students have achieved your objectives?			

<p>Handout answers and participation.</p> <p>The kahoot! activity will allow me to see individual student performance/understanding.</p>			
<p>Notes:</p>			
<p>Pre-class preparation:</p> <ul style="list-style-type: none"> • Create adverb clause PPT • Create kahoot! activity • Photocopy handouts • Remind students to bring smart device to class 			
<p>Lesson Reflection:</p>			
<p>1. What do you think the students actually learned? How do you know?</p> <p>To reduce adverb clauses. Evaluation from the handout, (web-based) and kahoot!</p> <p>2. What parts were most successful/least successful? Why?</p> <p>Identifying adverb clauses in the</p>			

<p>web-based handout. The handout gave the ability to evaluate progress.</p> <p>3. Did you finish the lesson on time? If not, why?</p> <p>n/a (did not actually do the class)</p> <p>4. What changes (if any) will you make in your teaching? Why (not)?</p> <p>I would use powerpoint and kahoot! As technology assistance.</p>			

Adapted with permission from www.americanenglish.state.gov

Types of Interactions

These types of interactions could be Face-to-Face “live” in physical classrooms, with technology assistance (projectors, devices, etc) either present or remotely, or synchronous online only, asynchronous online only.

TL: Teacher-lead—Teacher lectures/gives instructions to whole class, students listen/take notes

GR: Group— Teacher gives instructions, monitors, keeps on track, assesses; students work on task(s)/skill(s)

TI: Teacher to individual—Teacher gives instructions, clarifies/reviews material/skill, monitors, keeps on track, assesses; student works on task/skill

PS: Pairs of students—Students work on task, teacher gives instructions, monitors, keeps on track, assesses.

EP: Elbow partners—Quick guided interaction, teacher at front of room; students interact with peers on either(both) sides.

Click bellow for powerpoint:

[Adverb Clauses](#)

[Adverb Clauses](#)

Name: _____

Date: _____

Level 5: Listening and Speaking



Audio Files

<https://drive.google.com/file/d/16YoivxHBYs0z9jH8qxQloCOZiQwh5R5w/view?usp=drivesdk>

<https://drive.google.com/file/d/1fcjtrPd-6keM-fjn7h1ybkKhQUsRUEb5/view?usp=drivesdk>

Voicethread

<https://voicethread.com/myvoice/thread/12333800/73517409/68853139>

Part A

/15 marks]

1. Listen to the audio clip from the story. Follow along listening multiple times or as needed. Underline all the adverb clauses within the story. Number them from 1 to 3.

America's First Immigrants

Although we call American Indians "Native Americans," their ancestors actually came to America from Asia. A land bridge had developed between what is now the U.S.S.R. and Alaska thousands of years ago. Sometime before 13000 B.C., Asians who had been looking for new hunting and fishing places and warmer weather crossed the bridge from Asia to Alaska and continued southward. many moved on to Central and South America to begin new societies and cultures. Approximately one million Native Americans were living in today's United States when the first Europeans arrived. Because the Europeans had been searching for a passage to India, they mistakenly called the Americans 'Indians.'

2. Listen again to the story. Write the clause then **match** the picture with the adverb clause in the story.

Sentence #1

-

Sentence #2

-

Sentence #3

-



-



-



-

Part B

/20 marks]

Combine the two sentences using a time word from the text box below to find the appropriate adverbial phrase. Some phrases may be used more than once.

when before until after by the time (that)

Record the sentences in voice thread.

1. The Europeans had settled in America. They learned new farming and building methods from the Indians.

2. The Incas had been constructing excellent roads for a long time. The Europeans arrived in South America.

3. Columbus and his men landed on the Atlantic Coast of America. They had never tasted corn.

4. Europeans destroyed the great buffalo herds. Many Indian tribes had depended on the buffalo for their existence.

5. The Indians met the white settlers. They never suffered from smallpox or other European diseases.



Part C

[15 marks]

Listen again to the story. Complete the speaking exercise on voice thread. You are an immigration officer. Using 3 adverb clause phrases say three questions you might ask to interview a newcomer to Canada. You may use adverb clause of time, condition, contrast, cause and effect or direct contrast.

America: "A Nation of Nations"

In the late 1800s, when Walt Whitman said that America was not just a nation, but a "nation of nations," he was living at a time of major immigration to the United States. Immigration had begun long before then, and it has continued steadily ever since. America is a nation of immigrants: today, one in every five Americans is either foreign born or a child of foreign-born parents.

Since the English founded the colony of Jamestown, Virginia, in 1607, more than 50 million people have begun new lives in the United States. When the first immigrants arrived during the 1600s, they settled along the Atlantic coast. Later immigrants moved west to the Allegheny Mountains. In the nineteenth century, immigrants eventually reached the West Coast.

America's immigrants are of all races, religions, cultures, customs, and traditions. Although each group has had difficulties, most immigrants have chosen to stay. The United States is one of the few countries in the world where so many groups live side by side.

Part A

Answer Key:

1.

America’s First Immigrants

(1)Although we call American Indians “Native Americans,” their ancestors actually came to America from Asia. A land bridge had developed between what is now the U.S.S.R. and Alaska thousands of years ago. Sometime before 13000 B.C., Asians who had been looking for new hunting and fishing places and warmer weather crossed the bridge from Asia to Alaska and continued southward. Many moved on to Central and South America to begin new societies and cultures. Approximately one million Native Americans were living in today’s United States (2)when the first Europeans arrived. (3)Because the Europeans had been searching for a passage to India, they mistakenly called the Americans “Indians.”

2.

Sentence #1

•

Although we call American Indians “Native Americans,” their ancestors actually came to America from Asia.



•

Sentence #2

•

Approximately one million Native Americans were living in today’s United States when the first Europeans arrived.

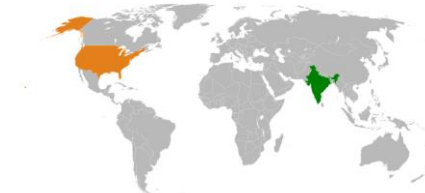


•

Sentence #3

•

Because the Europeans had been searching for a passage to India they mistakenly called the Americans “Indians.”



•

Part B

1. The Europeans had settled in America. They learned new farming and building methods from the Indians.
The Europeans had settled in America when they learned new farming and building methods from the Indians.
2. The Incas had been constructing excellent roads for a long time. The Europeans arrived in South America.
The Incas had been constructing excellent roads for a long time before the Europeans arrived in South America.
3. Columbus and his men landed on the Atlantic Coast of America. They had never tasted corn.
Until Columbus and his men landed on the Atlantic Coast of America they had never tasted corn.
4. Europeans destroyed the great buffalo herds. Many Indian tribes had depended on the buffalo for their existence.
Europeans destroyed the great buffalo herds after many Indian tribes had depended on the buffalo for their existence.
5. The Indians met the white settlers. They never suffered from smallpox or other European diseases.
Before the Indians met the white settlers, they never suffered from smallpox or other European diseases.

Answers may vary. (5 points per adverb clause)

Part 3: Reflection

It was difficult to find a passage using adverb clauses. I tried thinking up a paragraph by myself. I knew I wouldn't have much success. I wanted to phone my Aunt, to check if the passage I found was good enough. I decided against it, since I didn't want to keep her on the phone for a long period of time. Once I found a passage, I figured identifying the clauses would be a good enough exercise, but then I thought it would only be a good start. So, I brainstormed until I came up with matching the clause to a photo.

The audio files for this assignment were not easy to make. I had to ask a colleague what program I could use to get an mp3 file. After recording, the sound was vague, and I could hardly hear. I, therefore, had to include the transcription.

Created by Ameerah Lopez April 17,2019

Overall, there was a lot of listening and reading comprehension. Exercises in Part B combined sentences instead of reducing them. We reduced the adverb clauses in Assessment #2.

Finally, adverbial phrases hold content of condition, time, contrast and cause and effect. The student should leave the test identifying adverb clauses and their usage.

Needs Assessment Analysis

1. The focus of my lesson is reducing adverb clauses. I found most students could identify what type of adverb clause was reduced in a sentence, however, reducing a clause in the sentence (Part D) presented a problem. Students scored from 50% to 66.7% on Part A of the exercise which asked them to identify the type of adverb clause there was. Part C, the short paragraph question, which also required students to identify adverb clauses, was also done well. In Part D, however, I did not provide an example, only a few simple rules.

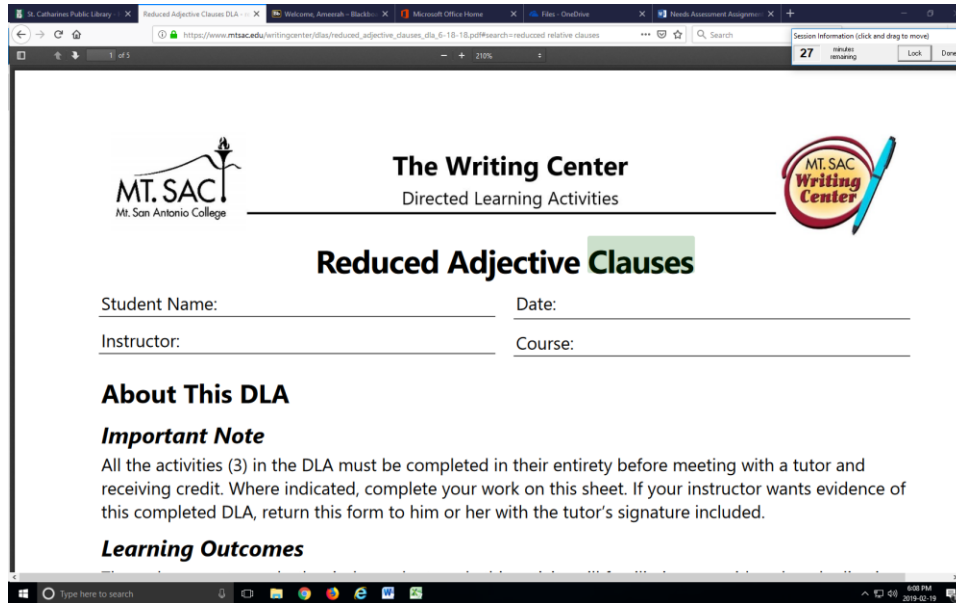
Part A was done correctly by two of three students when asked to rank reading, writing, listening, speaking and grammar from 1 to 5. Somehow, the two that answered by ranking the score for reading had two possible scores of reading as 5 and 1 causing some discrepancy in the results. I wanted to know the answer to that question specifically because design of the program depends on it. Also, their plans for use of the language came as a surprise which was to specific to their course of study at Niagara College.

2. Adjective clauses can be reduced in the same manner as adverb clauses. For this reason, I would I would choose adjective clauses as an additional grammar structure to focus on throughout the term outside of my Long Term Lesson Plan. Since they are so close in structure, it would make sense to follow up with them in the lesson plan. An adjective clause, also called a relative clause, is also a group of words that modify a part of speech, namely they describe a noun. An adverb clause describes a verb.

While an adjective clause might be concentrating on who, that and which, an adverb clause concentrates on when, why and how. To reduce a relative clause, we must have the same subject in the main clause and the adjective clause. The adjective clause is dependent and becomes an adjective phrase, which does not have a subject, upon reduction. An adjective phrase does not have a subject and verb. The relative pronoun is omitted. So, for instance the sentence 'People who live in large cities have many resources.' has an adjective clause and it can reduce to 'People living in large cities have many resources.' The reduction of adjective clauses is similar to that of adverb clauses.

3. In order to deliver my lesson on relative clauses, I would use another activity found online that focuses on the grammar point. It is like a needs assessment for relative clauses.

[Reduced Adjective Clauses Activities](#)



<https://www.mtsac.edu/writingcenter/> (Please, search reduced adjective clauses)

4. I would make Part A and Part E of this assessment count for evaluation. I would give one mark each for name and date. For the explanation of preferences for reading, writing, speaking, listening or grammar and ranking them from 1 to 5, 5 being strongest, I felt the question would need more weight being of importance to the course. For that question, maybe I would give 5 marks, one for each rank.

Part 2

Dashboard | Wix Website | Create WebC | English for IT | Microsoft Wt | Beginners M | Document 6. | PLANNING | Quick Ru

https://www.quickrubric.com/r#/qr/ameerah/9008---needs-assessment--heather-2/edit

Rubric Title	Rubric Description and Instructions			Score (No Score)
9008 - Needs Assessment (Heather)	Needs assessment rubric for assignment #3.			Max Score: 100 Min Score: 30
	Proficient 33 Points	Emerging 21 Points	Beginning 10 Points	
Pronunciation (x ↓)	Pronounces most of the words accurately and expresses thoughts clearly	Pronounces some of the words accurately with thoughts somewhat unclear	Pronounces few of the words with accuracy and thoughts are very unclear	
Grammar and Instructions (↑ x ↓)	Demonstrates understanding of the instructions and correct use of grammar points	Demonstrates some understanding of the instructions and some use of grammar points	Did not understand instructions and lacked understanding of the grammar point	
Listening skills (↑ x)	Reflect advanced use of vocabulary and comprehension throughout paper	Reflect moderate use of vocabulary and comprehension throughout paper	Reflect poor use of vocabulary and comprehension throughout paper	

Type here to search

3:23 PM 4/12/2019

Part 3

Name: _____

Date: _____

Level 5: Listening and Speaking

Audio Files



Alternative Assessment

/18 points]

Do the Kahoot! Assigned with this code.

<https://kahoot.it/challenge/082547>

challenge pin: 082547

Now, listen to each sentence. Write the missing adverbial. Write the parts of speech associated with the sentence. Then decided what the clause answers, such as time or condition. Say the sentences. The first one is done for you.

(Recall adverb clauses can answer on time, place, condition, contrast, cause and effect or direct contrast.)

1. (1) point for completing the sentence in VT, (2) for completion and pronunciation, (3) for completing, pronouncing and correct grammar.

She follows him wherever she goes.

N1V1N2/AC1 (place)

- 2.

_____ they came to North America, no one had given them small pox.

3.

_____you bother her, she will cry.

4.

The man threw the cup out _____ it was broken.

5.

I will call you _____ I get home.

6.

_____ it was cold, he didn't feel sick.

1.

She follows him wherever she goes.

N1V1N2/AC1 (place)

2.

Until they came to North America, no one had given them small pox.

AC1/N1V1N2 (time)

3.

If you bother her, she will cry.

AC1/N1V1 (condition)

4.

The man threw the cup out because it was broken.

N1V1N2PR1/AC1 (reason)

5.

I will call you when I get home.

N1V1N2/AC1 (time)

6.

Although it was cold, he didn't feel sick.

AC1/N1V1AJ1 (condition)

Part 4 Reflection

The assignment that I will use the most in my career is my Needs Assessment. I liked it most for the opportunity to grade it. Even though I may not have scored the highest mark on that assignment, it was my first time making up a test for post graduate students. I felt empowered while grading the papers. I learned some of the dynamics of teaching at a college level which I had not experienced before. I also feel that kahoots will be used in my teaching career. This is because I can easily tabulate results for questions and obtain results as percentages. Also, there is a ranking for people with the most correct answers. I also like wheeldecide. It is a fun app for deciding topics and groups etc.

I had trouble with my recordings. It was not easy finding an application to record audio files. My classmates did assist me and once they helped I was able to get things moving in a positive direction for most of my assignments.

In an interview, I would showcase my alternate assessment. If for instance, one child was absent for a test, I would be able to administer another test that can be marked using the same rubric.

Part 5

References

Review Game Zone. (2019). Adverb clause worksheet. Retrieved from
https://reviewgamezone.com/mc/candidate/test?test_id=18397&title=Adverb%20Clauses

Werner, P. K., Baker, L. R., & Church, M. M. (1997). A communicative grammar of English. Singapore: The McGraw-Hill Companies.