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| --- |
| UNIT OUTCOME:  By the end of this unit, you will be able to **communicate a past event or experience** in  **correct Standard American English in simple and complex sentences**. |

UNIT TWO: TELLING YOUR STORY

PRE-UNIT

PART 1: BRAINSTORM

1. List reasons why you might need to communicate a past event or experience in correct Standard American English. Include reasons that relate to your professional, academic, social, and family lives. *(Instructor: see appendix for sample list)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | REASON | PROFESSIONAL | ACADEMIC | SOCIAL | FAMILY | OTHER (list) |
| Example: | To report an emergency or crime |  |  |  | \* |  |
|  |  |  |  |  |  |  |
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Share your reasons with your classmates and add any new ideas you have to your list.

1. Would you like to be able to communicate a past event or experience in correct English? Share your answers to these questions with your classmates.
   1. Which reasons above are most important to you?
   2. How is this useful to you or others?

PART TWO: MODELS

1. Look at the following examples of people communicating past events and experiences.

*Insert movie scene, email to supervisor with response, recording of 911 call, etc.*

1. Do you think that the people in these examples communicated effectively? Why or why not?
2. What special English vocabulary, expressions, and grammar do you these speakers use when communicating about the past? Make a list with a classmate.

|  |
| --- |
| *Examples: last week, when, ago, saw, etc* |

1. How would you rate your ability to communicate in the past in correct English? Check one box below and compare your answer with a classmate.

□ I can communicate in English effectively to talk about the past. English speakers can understand me with almost no problem.

□ I can communicate about the past in correct English sometimes. I make mistakes and often English speakers don’t understand me well.

□ I have a lot of trouble communicating about the past in correct English.

PART THREE: CONTENT

1. If you would like to communicate about the past in correct English, you will need to learn how to use the following *(this can be filled out by the student with the instructor in a blank template):*

|  |  |  |
| --- | --- | --- |
| VERBS |  | QUIZ PERFORMANCE: |
|  | *Simple Past* |  |
|  | *Past Progressive* |  |
|  | *Simple and Progressive Combinations* |  |
| TIME WORDS and EXPRESSIONS |  |  |
|  | *Prepositions* |  |
|  | *Subordinate Conjunctions* |  |
|  | *Transition Words* |  |
| COMPLEX SENTENCES |  |  |
|  | *Dependent Clauses* |  |
|  | *Punctuation (commas and periods)* |  |

You will be learning VERBS, TIME WORDS and EXPRESSIONS, and COMPLEX SENTENCES in Unit 2. If you learn how to use these special features of English, you will be able to reach our goal of communicating a past event or experience in correct English! Without learning these special features, you will be unable to reach our goal.

1. We need to take some learning steps before we can reach our goal. This diagram shows you what we will be doing in this class:

First Second Last

Speech

Conversation

Written Product

Quizzes

Tests

Class exercises

Homework assignments



1. Of the three boxes above, which one will be PROOF that you have reached our goal?

PART FOUR: RECAP and REFLECTION

Before we begin taking the first step, please answer the following questions.

1. What is the outcome of this unit?

By the end of this unit, I will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How will my teacher know that I have achieved this outcome? What kinds of activities must I perform to give my teacher proof that I have met our goal?
2. What special grammar, vocabulary, and expressions do I need to learn in this unit?

*Insert template from p. 3 here for students to fill out independently.*

1. What parts of learning this unit might be most challenging for me? In what areas might I need extra help?
2. Are there any new reasons for telling a story that I can add to the brainstorm chart in Part 1?
3. What kinds of past events or experiences would I like to be able to communicate?
4. What questions do I have for my teacher or my classmates?

PART FIVE: ASSESSMENT *(The teacher may allocate points)*

When it is time for you to do your last activity in this unit to prove that you have met the learning outcome, your teacher will evaluate your ability by using this checklist:

I tell a story with a:

⁭ Stated Topic

⁭ Beginning

⁭ Middle

⁭ End

⁭ Conclusion

I use past tense verbs correctly:

⁭ Correct Verb Tense (simple vs. progressive)

⁭ Correct Verb Form (was go  went)

I use correct time words.

⁭ Prepositions

⁭ Subordinate Conjunctions

⁭ Transition Words

I use correct sentence structure:

⁭ Simple sentences

⁭ Complex sentences

I use correct punctuation and capitalization:

⁭ Commas

⁭ Periods

⁭ Capitals

*For a written story, I use the paper correctly:*

*⁭ Holes on the left side, Margin at the top, Indent the first line*

*For a spoken story, I speak clearly: Use pronunciation rules, Speak audibly, Use eye contact*

UNIT

PART ONE: SIMPLE PAST

1. LISTEN TO OR READ A MODEL (p. 2). WRITE THE SIMPLE PAST VERBS THAT YOU HEAR AND CATEGORIZE PER REGULAR AND IRREGULAR. Include the base form in the third column.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Regular | Irregular | BASE FORM | Spelling Rule | Pronunciation Rule |
| *Wanted* | *Went* |  |  |  |
| *Needed* | *Saw* |  |  |  |
| *Used, etc* | *Told, etc* |  |  |  |

1. REVIEW THE QUESTION and NEGATIVE CONTRUCTIONS FOR SIMPLE PAST.
2. LISTEN TO THE MODEL AGAIN AND WRITE OUT ANY NEGATIVE OR QUESTION FORMS THAT YOU HEAR OR SEE.
3. DO EXERCISES FOR PRACTICE.
4. REVIEW SPELLING RULES. Assign rules to the regular verbs in the chart.
5. LISTEN OR READ ANOTHER MODEL. CREATE QUESTIONS ABOUT THE CONTENT. ASK AND ANSWER.
6. REVIEW PRONUNCIATION RULES. Assign rules to the regular verbs in the chart.
7. QUIZ
8. REFLECTION ON QUIZ PERFORMANCE:
   1. Teacher gives trends
   2. Students reflect on individual problem areas
   3. Students put checkmark and self-rating on chart on page 3
   4. Area for teachers’ notes (best practices/ideas for next time)

THINK ABOUT THE STORY YOU MIGHT TELL. WHO WAS THERE? WHERE WERE YOU? Write some sentences in simple past:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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PART TWO: PAST PROGRESSIVE

1. LISTEN TO OR READ A MODEL. WRITE THE PAST PROGRESSIVE VERBS THAT YOU HEAR OR SEE. Include the base form in the last column.

|  |  |  |
| --- | --- | --- |
| VERBS | BASE FORM | SPELLING RULE |
|  |  |  |
|  |  |  |
|  |  |  |

2. REVIEW THE QUESTION and NEGATIVE CONTRUCTIONS FOR PAST PROGRESSIVE.

3. LISTEN TO THE MODEL AGAIN AND WRITE OUT ANY NEGATIVE OR QUESTION FORMS THAT YOU HEAR OR SEE.

4. DO EXERCISES FOR PRACTICE.

5. REVIEW SPELLING RULES. Assign rules to the verbs in the chart.

6. LISTEN TO OR READ ANOTHER MODEL. CREATE QUESTIONS ABOUT THE CONTENT. ASK AND ANSWER.

7. QUIZ

9. REFLECTION ON QUIZ PERFORMANCE:

a. Teacher gives trends

b. Students reflect on individual problem areas

c. Students put checkmark and self-rating on chart on page 3

d. Area for teachers’ notes (best practices/ideas for next time)

THINK ABOUT THE SAME STORY or ANOTHER YOU MIGHT TELL. What were you doing at the time it happened? Where were you living? Write some sentences in the past progressive here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PART THREE: SIMPLE PAST AND PAST PROGRESSIVE COMBINATIONS

1. If you use both tenses together, you can show different kinds of situations in the past.
   1. Interrupted
      1. While I was waiting for the bus, this guy yelled at me.
   2. Simultaneous
      1. While I was waiting for the bus, I was looking at my text messages.
   3. Sequential
      1. When the guy yelled at me, I jumped.
2. Can you label these diagrams below according to a, b, and c above?

\_\_\_\_\_\_\_\_/\_\_/\_\_\_\_\_\_\_\_\_ \_\_\_\_=========\_\_\_\_\_ \_\_\_\_\_-----/-----\_\_\_\_\_\_

1. Listen to or read one of the models. Can you find a sentence that matches each of the 3 examples above?
2. What are the special time words that you can identify?
3. *Insert description of subordinate conjunctions with corresponding punctuation rules.*
4. *Develop exercises for practice.*
5. QUIZ
6. REFLECTION ON QUIZ PERFORMANCE:

a. Teacher gives trends

b. Students reflect on individual problem areas

c. Students put checkmark and self-rating on chart on page 3

d. Area for teachers’ notes (best practices/ideas for next time)

1. THINK ABOUT THE SAME STORY or ANOTHER YOU MIGHT TELL. Construct complex sentences to describe some of the events. Identify them as Interrupted, Simultaneous, or Sequential.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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POST –UNIT: HAVE YOU MET THE GOAL?

PART ONE: RESTATING THE OUTCOME

1. Complete the unit outcome in the chart below.

|  |
| --- |
| UNIT OUTCOME:  By the end of this unit, you will be able to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

PART TWO: SELECT YOUR ACTIVITY

1. Review the brainstorm chart on page 1. Select a story that you would like to tell.

Answer the following questions:

1. What story have you selected?
2. Why have you decided to tell this story? Include reasons that relate to your professional, academic, social, and family lives.
3. Would you like to write your story or speak your story?

PART THREE: Tell your story.

1. Review the checklist on page 5.
2. Prepare your story.
3. Self – edit and/or peer edit using the page 5 checklist.
4. Submit your story to your teacher.

APPENDIX:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | REASON | PROFESSIONAL | ACADEMIC | SOCIAL | FAMILY | OTHER (list) |
| Example: | To report an emergency or crime |  |  |  | \* |  |
|  | To explain your work experience in a letter, interview, or to a job counselor | \* |  |  |  |  |
|  | To describe an event or a problem at work | \* |  |  |  |  |
|  | To write an autobiography |  |  | \* | \* |  |
|  | To describe a historical event or person |  |  | \* | \* |  |
|  | To explain your educational history to an academic counselor |  | \* |  |  |  |
|  | To describe your health history to a doctor |  |  |  |  | \* |
|  | To describe a problem or complain (landlord, store manager, billing departments, etc) |  |  |  |  | \* |
|  | To tell a story about your childhood |  |  | \* | \* |  |
|  | To explain why you moved to the U.S. |  |  | \* |  |  |
|  |  |  |  |  |  |  |