

Daniel Todd Place Hamline University MAESL Capstone Project  
English 5 Goals, Assessment methods, and Activities outline

<b>Stage 1 Desired Results</b>	
<p><b>ESTABLISHED GOALS</b></p> <p>Compare time periods and listen to other people talk about time periods and answer comprehension questions.</p> <p>Talk about people’s personality traits and listen to other’s talk about personality traits.</p> <p>Talk about why they would be good at a job.</p> <p>Talk about why they wouldn’t be good at a job.</p> <p>Describe continents and countries talking about money, language, location, and products.</p> <p>Listen to people describing continents and countries.</p> <p>Talk with other classmates and teacher about books and movies.</p> <p>Speculate about future events.</p> <p>Talk about problems and predicaments.</p> <p>Give an d receive advice.</p> <p>Talk about what people have said.</p> <p>Extend invitation and make excuses.</p> <p>Use vocabulary practice tools related to word recognition learned during instruction outside of class.</p>	<b>Transfer</b>
	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1: talk about their past, present, and future using expressions either at the beginning of the sentence or at the end of the sentence.</p> <p>T2: talk about possibilities and possible consequences.</p> <p>T3: Express facts about themselves and agree or disagree with other people.</p> <p>T4: Identify personal factors and explain why something would or would not work.</p> <p>T5: Research assigned country and compile required information.</p> <p>T6: Apply structural forms to understand written information in English</p> <p>T7: Explain events and interruptions that have happened in the past.</p> <p>T8: Ask about length of time in the past.</p> <p>T9: Explain about length of time in the past.</p> <p>T10: Describe their favorite books and movies.</p> <p>T11: Explain about people or things in a more fluent manner both written and orally.</p> <p>T12: Look at someone else’s actions and decide what the person might be thinking or how the person might be feeling.</p> <p>T13: Make predictions about what different signs, signals, and rules might mean.</p> <p>T14: Express and understand what may happen, what can happen, and what can absolutely not happen.</p> <p>T15; Understand people’s problems and express their own problems.</p> <p>T16: Express what they would do in the same situations and understand what other people would do in the same situation.</p> <p>T17: Explain and recognize what people have told them.</p> <p>T18: Explain what people ask and convey the information to other people.</p>
	<b>Meaning</b>
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand (that)</i></p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>What was the past like?</p>

	<p>U1. There are multiple ways to explain past, present, and future events.</p> <p>U2. There are many ways to express future events regardless of certainty.</p> <p>U3. There are multiple ways to explain uncertainty using modal verb.</p> <p>U4. Like can be followed by either the gerund or by an infinitive.</p> <p>U5. There are two ways to explain a country's location.</p> <p>U6. There isn't a difference between produce and manufacture.</p> <p>U7: there's a difference between grow and raise and what that difference is.</p> <p>U8. There are times and grammatical contexts when the past continuous and past simple are used.</p> <p>U9. The differences in usage between for and since when talking about the past.</p> <p>U10. How to ask answer questions using the present perfect continuous.</p> <p>U11. Participles can be used as adjectives.</p> <p>U12. Past participles are used to describe emotions.</p> <p>U13. Present participles are used to describe objects.</p> <p>U14 in relative clauses Who and that cannot be used interchangeably.</p> <p>U15 Who is used to relate to people and that to relate to things.</p> <p>U16 What different body language</p>	<p>What is happening at the present time?</p> <p>What do you think is going to happen in the future?</p> <p>If a student doesn't do his or her homework, what do you think will happen?</p> <p>If I don't do my homework, what could happen?</p> <p>Why would you be good for a job?</p> <p>Where do you want to go on vacation?</p> <p>Where is a landmark, country, located?</p> <p>What language is spoken?</p> <p>What money is used?</p> <p>What are other examples of things that are manufactured or produced?</p> <p>What are other examples of things that are grown?</p> <p>What are some examples of things that are raised?</p> <p>What happened?</p> <p>How long have you been studying English?</p> <p>How long has she been surfing?</p> <p>Which do you like better, books or movies?</p> <p>What is your favorite book or movie?</p> <p>What is (book title, movie title) about?</p> <p>What is your favorite part of (book title, movie title)?</p> <p>What do you think that means?</p> <p>May I eat in the library please?</p> <p>Does my dog have to be on a leash or can he be loose?</p> <p>If I couldn't finish my homework last night,</p>
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	<p>expressions and gestures could mean.</p> <p>U17 How to formulate ideas of what different signs or gestures might mean.</p> <p>U18 different modal auxiliary verbs can be used to express permission, obligation, and prohibition.</p> <p>U19 that different verbs can be used to express things being asked.</p> <p>U20 that different verbs can be used to express what has been said.</p> <p>U21 should, have and would have can be used to express advice.</p> <p>U22 that when talking about past predicaments can only be expressed using the past simple.</p>	<p>what do you think I should do?</p> <p>What would you do if you arrived at English class late?</p> <p>When did he say the homework is due?</p> <p>Did you ask him for an excuse for your absence tomorrow?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>What expressions are used to convey information about the past, present, and future</p> <p>How to express unknown information about the future.</p> <p>How and when to use different modal verbs when talking and asking about unknown future events.</p> <p>What continents and countries look like by their outline.</p> <p>What continents and countries look like when spelled out.</p> <p>How to ask and answer questions about a</p>	<p><i>Students will be skilled at...</i></p> <p>Talking about the past present and future.</p> <p>Talking about possible events and consequences using If.</p> <p>Talking about themselves</p> <p>Explaining why they would be good at a specific job.</p> <p>Asking Wh- questions with the passive voice.</p> <p>Answering questions with the passive voice</p> <p>Recognizing and identifying the correct answer when they hear the passive voice.</p> <p>Giving ideas about past and future events.</p> <p>Talking about problems and giving advice.</p> <p>Reporting what people say and ask.</p>

	country's language, money, location, and grown and manufactured products.	Extending invitations and making excuses.
<b>Stage 2 – Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p>Students Demonstrate they can understand what they have heard with multiple choice on a formal written examination.</p> <p>With minimal revision help from the professor the students can use the information and skills provided during instruction to answer a prompt or question provided as part of a written project.</p> <p>The students can write short simple conversations that they can memorize and perform in front of their classmates.</p> <p>The students demonstrate understanding of the question and knowledge of how to answer the question intelligibly.</p> <p>The students demonstrate their command of grammar and sentence structure through fill in the blank multiple choice examination items.</p> <p>The students demonstrate their ability to find what is incorrect in a sentence.</p> <p>The students demonstrate their ability to understand what they read and using the text or excerpt they can answer multiple choice comprehension questions about the reading passage.</p>	<p><b>PERFORMANCE TASK(S):</b></p> <p>Listening quizzes</p> <p>Written essays</p> <p>Written Conversation scripts</p> <p>Class Presentations, Conversations</p> <p>Skits</p> <p>Formal Oral Examinations</p> <p>Two partial exams</p> <p>One cumulative comprehensive final exam.</p>	

### Stage 3 – Learning Plan

The first partial covers chapters 9 and 10 in the second Interchange Book. Students begin by looking at the chapter vocabulary which is at the beginning of every chapter and translating the English words into Spanish or their first language. Throughout the previous English semesters, students learn to use the past, present, To continue the students learn about expressions that use the different tenses. The students know what happened in the past and what is currently happening in their lives. Since nobody knows what is going to happen in the future after the students learn to use the future tense expressions they have to practice using modal auxiliary verbs like *will, won't, will not, might, might not, may, may not*, to talk about future possibilities or impossibilities. The students will also talk about jobs by using definitions and sentence context instead of translations. The students will also talk about why they were able to succeed or why they wouldn't succeed in a career.

The second partial covers chapters 11, 12, and 13 in the second Interchange book. The students learn the difference in formation between the active and passive voice. They learn that the passive voice can take three forms. They learn when the passive voice expresses where something is done, who something is done by, and what is done. They learn to explain that information in the past and in the present tenses. The students will learn how to express information about different countries using the passive voice. The students will then learn when to use the past simple as opposed to using the past continuous in context and the words' contextual meanings. To conclude the learning chapter the students learn about the present perfect continuous. The students will begin by writing a story using past events and interruptions. In the final chapter of the second partial the students will learn when to use past participles as a adjectives and when to use present participles as adjectives when expressing information about movies they have seen, they have read about, they have made for this class, or that their classmates made for this

The third partial includes information from Interchange book two chapters fourteen, fifteen, and sixteen. The first chapter is more culturally and grammatically focused. The students learn to ask and answer questions about what emotions or expressions different gestures signify. To continue the practice the students will also ask and answer about what rules different signs symbolize. To aide in the students' understandings of rules, students will learn about modal auxiliary verbs that express prohibition, permission, and obligation. Chapter fifteen explores another aspect of modality and that is the probability aspect. The students listen to other students' predicaments and problems and explain what the other student should do or what the student would do whether they know if it's true or not. The final chapter is another culturally focused chapter where the students learn to extend invitations and accept it or decline it. Then the students will learn to tell what was said, told, or asked.