**Advanced Plus R**

**Fall 2015**

**Monday through Thursday 10am-1pm**

Thank you for volunteering to teach at Washington English Center! Below you will find six teaching standards that you can use as a guide for how to deliver classes to your adult learners. Below the standards, you will find an outline of which content should be covered each day throughout the semester. This outline is meant to inform you of the basic structure each class should follow; however, to make teachers’ lesson planning as easy as possible, we use a textbook series that already has detailed lesson plans for each page of the textbook. We very highly recommend that the textbook lessons be followed as they are written in the textbook. If you have any questions about the syllabus, curriculum, or would like help with lesson planning, please do not hesitate to contact our Director of Curriculum and Instruction, Mary Spanarkel: [mspanarkel@washingtonenglish.org](mailto:mspanarkel@washingtonenglish.org)

**Washington English Center’s ACCESS Standards**

**Achievement (of goals):** Each lesson should be focused on a specific goal or goals, which should answer the question “What can students do at the end of class that they couldn’t do before?” These goals, which can be found in your textbooks as well as on the syllabi, should be communicated to students at the beginning of each lesson and all of the activities in class that day should contribute to the students’ achievement of the goal(s).

**Centered on Students:** Research shows that adult ESL students learn best when they are given ample time to engage with their peers and practice new language (as opposed to listening to teacher-led presentations). With this in mind, it is essential that teachers aim to spend less than 30% of class time doing teacher-centered activities and 70% of class time engaged in student-centered activities such as pair/group work, dialogues, hands-on practice activities, etc.

**Corrective Feedback**: Providing corrective feedback can be tricky but is a very important part of language learning. Some general guidelines for corrective feedback are:

* Focus on correcting errors that are relevant to the material you are covering in class that day or has been covered earlier in the semester.
* If many students are making the same error, take a few minutes to give a “mini-lesson” on the concept they are struggling with.
* Consider correcting errors in a variety of different ways, focusing on ways to elicit student-generated corrections (recasts, asking for clarification, prompting them to think about the correct form, making a questioning face until they self-correct, etc.)
* RRemember, as a teacher you see giving feedback as neutral—it’s part of your job. However, students will often feel it as a criticism. Try to balance “correcting” with praising students for their effort or empathizing (e.g., “ohhh, anybody could make that mistake, but...”)

**Explanation**: Knowing that students will not comprehend everything teachers say, it is very helpful for students when teachers use alternative ways of explaining concepts and keep language input at an appropriate level for the students in your class. Some of the best ways to do this are modeling concepts and activities, using visual supports, giving plenty of examples, and presenting the same material in a variety of different ways. Also, keep your pace of speaking slowly and consider writing key concepts and instructions on the board for visual learners.

**Sequencing**: Good lessons follow a specific order of activities that allows students to gradually build towards achieving the goal of that day’s lesson(s). Proper sequencing is helpful to students because it ensures that they are adequately challenged throughout the lesson without becoming overwhelmed. The lesson plans in your textbooks do a great job providing guidance on how each lesson should be structured. Generally, this sequence should be:

1. Warm-up/Review

2. Presentation

3. Practice I (less complex task done with teacher’s guidance)

4. Practice II (more complex task done more independently from teacher)

5. Application (most complex task done independently from the teacher, as authentic or situational and relevant to students’ real lives as possible)

6. Wrap-up/Evaluation

**Silence and wait time**: Language learners benefit tremendously from having ample time to process information in their second language. Native speakers tend to become uncomfortable after about 2 seconds of silence, whereas ESL students may need up to 8 seconds to respond to a question.

The concept of wait time also applies to assigning students independent practice: teachers should always be available to answer student questions, but it can make students anxious if a teacher approaches them to look at their work soon after assigning it.

**LESSON PLAN TEMPLATE**

Feel free to use the template below to plan each hour of your classroom instruction. Make notes or comments on what you would like to keep in mind while teaching and what additional materials you may need for each activity.

|  |  |  |
| --- | --- | --- |
| **Unit:**  **Lesson:** | **Lesson Goal(s):**  *(write these on the board*  *at the start of class!)* | |
| **Stage** | **Procedure & Steps** | **Notes/Comments/**  **Materials needed** |
| Warm-up  (5-10 minutes) |  |  |
| Presentation  (10-20 minutes) |  |  |
| Practice & Expansion  (20-30 minutes) |  |  |
| Application  (15-20 minutes) |  |  |
| Evaluation  (5-10 minutes) |  |  |

**Monday 09/14**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 5 intro pg. 57  The Writer’s Journey |
| **11:30-1:00** | Unit 5a pg. 58-59  Where the Indus is Young |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 09/15**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 5b pg. 60  *The Adventures of Herge* |
| **11:30-1:00** | Unit 5b pg. 61  *The Adventures of Herge* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 09/16**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 5c 62  *In Patagonia* |
| **11:30-1:00** | Unit 5c 63  *In Patagonia* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursday 09/17**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 5d pg. 64  *I’d Like to Read* |
| **11:30-1:00** | Unit 5e pg. 65  *Book of the Month* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 09/21**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 5f pg. 66-67  *On the Road: Andrew McCarthy* |
| **11:30-1:00** | Unit 5 Review  Pg. 68 |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 09/22 Language Lab**

|  |  |
| --- | --- |
| **10:00-11:00** | Language Lab |
| **11:00-1:00** | Unit 5 Test |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 09/23**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 6 Intro pg. 69  *Body Matters* |
| **11:30-1:00** | Unit 6a pg. 70-71  *Exercise Around the World* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursday 09/24**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 6b pg. 72  *No Pain, No Gain* |
| **11:30-1:00** | Unit 6b pg. 73  *No Pain, No Gain* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 09/28**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 6c pg. 74  *The Enigma of Beauty* |
| **11:30-1:00** | Unit 6c pg. 75  *The Enigma of Beauty* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 09/29**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 6d pg. 76  *A Bold Initiative* |
| **11:30-1:00** | Unit 6e pg. 77  *A Controversial Plan* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 09/30**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 6f pg.78-79  *Palestinian Free Running* |
| **11:30-1:00** | Unit 6 Review  Pg. 80 |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursday 10/01**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 6 Test |
| **11:30-1:00** | Unit 7 Intro/a pg. 81-82  *Stories from History, The Father of History* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 10/05**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 7b pg. 84  *Microhistory* |
| **11:30-1:00** | Unit 7b pg. 85  *Microhistory* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 10/06**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 7c pg. 86  *Diamond Shipwreck* |
| **11:30-1:00** | Unit 7c pg. 87  *Diamond Shipwreck* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 10/07**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 7d pg. 88  *I Blame the Weather* |
| **11:30-1:00** | Unit 7e pg. 89  *Krakatoa* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursday 10/08 Language Lab**

|  |  |
| --- | --- |
| **10:00-12:00** | Unit 7f pg. 90-91  *Collecting the Past* |
| **12:00-1:00** | Language Lab |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 10/12-No Class**

|  |
| --- |
| **10:00-11:30** |
| **11:30-1:00** |
| **Homework** |

**Tuesday 10/13**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 7 Review  pg. 92 |
| **11:30-1:00** | Unit 7 Test |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 10/14**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 8 Intro pg. 93  *Digital Media* |
| **11:30-1:00** | Unit 8a pg. 94-95  *Sinkholes* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursday 10/15**

|  |  |
| --- | --- |
| **10:00-12:00** | Unit 8b pg. 96-97  *Creating a Buzz* |
| **12:00-1:00** | Community Service Fair |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 10/19**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 8c pg. 98  *A Hacker’s Life* |
| **11:30-1:00** | Unit 8c pg. 99  *A Hacker’s Life* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 10/20**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 8d pg. 100  *A Podcast* |
| **11:30-1:00** | Unit 8e pg. 101  *The Invisible Man* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 10/21**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 8f pg. 102  *Talking Dictionaries* |
| **11:30-1:00** | Unit 8 Review  pg. 104 |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursdays 10/22**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 8 Test |
| **11:30-1:00** | Unit 9 Intro and a pg. 105-107  *The Music in Us, World Music* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 10/26**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 9b pg. 108  *Healing Music* |
| **11:30-1:00** | Unit 9b pg. 109  *Healing Music* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 10/27 Language Lab**

|  |  |
| --- | --- |
| **10:00-11:00** | Unit 9c pg.110  *One Love* |
| **11:00-12:00** | Language Lab |
| **12:00-1:00** | Unit 9c pg.111  *One Love* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 10/28**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 9d, e pg. 112  *Desert Island Discs* |
| **11:30-1:00** | Unit 9e pg. 113  *Fado* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursdays 10/29**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 9f pg. 114  *A Biopic* |
| **11:30-1:00** | Unit 9 Review  pg. 115 |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 11/2**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 9 Test |
| **11:30-1:00** | Unit 10 Intro pg. 117  *Social Living* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 11/3**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 10a pg. 118  *Good Citizens* |
| **11:30-1:00** | Unit 10a pg.119  *Good Citizens* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 11/4**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 10b pg. 120  *The Civilized Insect* |
| **11:30-1:00** | Unit 10b pg. 121  *The Civilized Insect* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursdays 11/5**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 10c pg. 122  *Living Free?* |
| **11:30-1:00** | Unit 10c pg. 123  *Living Free?* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 11/9**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 10d pg.124  *An Interesting Subject* |
| **11:30-1:00** | Unit 10e pg. 125  *A Good Start in Life* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 11/10**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 10f pg. 126-127  *Initiation with Ants* |
| **11:30-1:00** | Unit 10 Review  pg. 128 |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 11/11**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 10 Test |
| **11:30-1:00** | Unit 11 Intro pg. 129  *Reason and Emotion* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursday 11/12 Language Lab**

|  |  |
| --- | --- |
| **10:00-11:00** | Language Lab |
| **11:00-1:00** | Unit 11a pg. 130-131  *Emotional Intelligence* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 11/16**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 11b pg. 132  *Thinking Fast and Slow* |
| **11:30-1:00** | Unit 11b pg. 133  *Thinking Fast and Slow* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 11/17**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 11c pg. 134  *Us. And Them.* |
| **11:30-1:00** | Unit 11c pg. 135  *Us. And Them.* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 11/18**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 11d pg. 136  *A Sensitive Subject* |
| **11:30-1:00** | Unit 11e pg. 137  *A Sensitive Subject* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursdays 11/19**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 11f pg. 138  *Self-Teaching Robots* |
| **11:30-1:00** | Unit 11 Review  pg. 140 |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**November 23-November 29: NO CLASSES**

**Monday 11/30**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 11 Test |
| **11:30-1:00** | Unit 12 Intro pg. 141  *Landscapes* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 12/1**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 12a pg. 142  *Under the Big Sky* |
| **11:30-1:00** | Unit 12a pg. 143  *Under the Big Sky* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 12/2**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 12b pg. 144  *Nature Close Up* |
| **11:30-1:00** | Unit 12b pg. 145  *Nature Close Up* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursday 12/3**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 12c pg. 146  *Room With a View* |
| **11:30-1:00** | Unit 12c pg. 147  *Room With a View* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Monday 12/7**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 12d pg. 148  *A Stain on the Urban Landscape* |
| **11:30-1:00** | Unit 12e pg. 149  *A Stain on the Urban Landscape* |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Tuesday 12/8**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 12f pg. 150-151  *Canada Oil Sands* |
| **11:30-1:00** | Unit 12 Review  pg. 152 |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Wednesday 12/9**

|  |  |
| --- | --- |
| **10:00-11:30** | Unit 12 Test |
| **11:30-1:00** | Unit 12 Test |
| **Homework** | Corresponding activities from online workbook (see Appendix B for more information) |

**Thursday 12/10**

|  |  |
| --- | --- |
| **10-1130** | Conferences and Graduation- See Appendix C for the final evaluation rubric |

**Appendix A**

**I. Grammar**

* Stand Out 5 Grammar Challenge: [link](https://drive.google.com/folderview?id=0B4xwOFsXxA8FU3JMTWNTY3M2dk0&usp=sharing)
* Ventures Transitions Grammar Lessons: [link](https://drive.google.com/folderview?id=0B4xwOFsXxA8FU3JMTWNTY3M2dk0&usp=sharing)
* Azar’s *Understanding and Using English Grammar: Advanced* <http://www.azargrammar.com/materials/index.html> (corresponding books available in volunteer office)
* *Fun with Grammar* <http://www.azargrammar.com/materials/FWG_TOC.html> (corresponding book available in volunteer office)

**II. Pronunciation Resources**

Recommended books available in the volunteer office

* Clear Speech: Pronunciation and Listening Comprehension in North American English by Judy B. Gilbert
* Jazz Chants: Old and New by Carolyn Graham
* Well Said Intro: Pronunciation for Clear Communication by Linda Grant

Recommended technology resources

* Listen and repeat podcasts: [www.manythings.org/pronunciation](http://www.manythings.org/pronunciation)
* Videos on English pronunciation topics:
  + <http://www.youtube.com/user/rachelsenglish?feature=pvchclk>
  + <http://www.youtube.com/user/EnglishwithStacy>

**III. Other Resources**

* Google's Art Project / Cultural Institute - extraordinary access to museum images; great prompts for conversation
  + <https://www.google.com/culturalinstitute/collections?projectId=art-project>
* Lessons built around shorter TedTalk videos - for listening skills and discussion; each video has a few comprehension questions and often links to more content; teachers can customize the lesson
  + <http://ed.ted.com>
* Voice of America - listening and reading - limited topics, bias toward US, but usually with transcripts; Business English interactive lessons for intermediate and advanced
  + <http://learningenglish.voanews.com/>
* Newspaper Articles - good source of current topics with slightly modified English; sends weekly update
  + <http://www.thetimesinplainenglish.com/wp/>
* Wall Street Journal (Newspaper) - new site, interactive WSJ content but not all business; intended for ELLs; sends weekly update; available as App for phone
  + <https://www.getnewsmart.com/>
* Wikipedia Simple English - source for reading material in class and for independent ELL reading
  + <http://simple.wikipedia.org/wiki/Main_Page>
* Lists multiple blogs and resources:
  + <http://www.barefootteflteacher.com/resources/>
* Link to BogglesWorld lesson plan archive - lots of role plays
  + <http://bogglesworldesl.com/lessons/archive.htm>
* Teaching English - lesson plans on various topics, various levels (not all adults)
  + <http://www.teachingenglish.org.uk/lesson-plans?page=0%2C0>
* New York Times' Learning Network:
  + <http://learning.blogs.nytimes.com>
* Lesson Plans from PBS
  + <http://www.pbs.org/pov/educators/lesson-plans.php#.VBhBQvldVqU>
* English Central, videos with transcripts, vocabulary words, and comprehension questions
  + [http://www.englishcentral.com/videos#](http://www.englishcentral.com/videos)

**Appendix B**

**Information About Student’s Online Workbooks**

All of the students’ books come with a code for an online workbook. The code is located behind the front cover of their textbooks under a tab that says “MyELT”

Web Address: myelt.heinle.com (also written in the book).

**\*\*The site is compatible with mobile phones so even students without a computer can use the site as long as they have a smart phone\*\***

They will need to create an account and enter the product code in order to access the resources. The instructions for doing so were given to students when they purchased the books; however, if the need another copy, they are available [**here**](https://drive.google.com/open?id=1VPTqJng7WHX3ZtmThQBakv4_kCtnokMxV0AO4Dd-AqU&authuser=0)

If you (the instructor) would like to look at the activities available for students, you can log in\* using the following information:

Login: WECDIRECTOR

Password: advanced2200

Email: [resources@washingtonenglish.org](mailto:resources@washingtonenglish.org)

\*If you get an error message indicating that you need to end the session, just click “sign-in” a second time and it will let you in.

**Appendix C: Final Evaluation Rubric for Advanced Plus**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category (5 points each)** | **Pass**  **(4-5 Points)** | **On the Fence**  **(2-3 Points)** | **Repeat**  **(0-1 Points)** |
| **Attendance**  **\_\_\_/5** | Attended >70% of classes: 5 Points | Attended 60%-70% of classes: 3 Points | Attended less than 60% of classes: 1 Point  Did not attend Class: 0 points |
| **Participation**  **\_\_\_/5** | Was able to participate in and complete class activities when present in class | Was not able to participate in most activities due to a lack of understanding | Unable to assess due to poor attendance. |
| **Language Abilities**  **\_\_\_/5** | Demonstrated Reading, Speaking, Listening and Writing skills at or above the level of their peers in the class. | Demonstrated Reading, Speaking, Listening and Writing skills significantly below their peers in the class. | Unable to assess due to poor attendance. |
| **Final Exam**  **\_\_\_/5** | Scored 70% or higher on the final exam: 5 points | Scored 60-70%: 3 Points  Scored Below 60%: 2 Points | Did not take final exam: 0 points |

Total: \_\_\_\_/20