



Workshop Lesson Plan

ESL Bootcamp

<p>Lesson Objectives:</p> <ol style="list-style-type: none">1. To review basic grammatical topics relevant to ESL learners2. To have students practice identifying parts of speech, phrases/clauses, and end punctuation
<p>Preparation:</p> <ul style="list-style-type: none">• Review handouts. Check if there are enough copies of handouts. Make more if necessary.
<p>Handouts:</p> <ul style="list-style-type: none">• Student Handouts on Parts of Speech, Clauses and Phrases, and End Punctuation. The handouts are copied separately because you may only do one or two sections depending on the level of students that show up for the workshop. Distribute them as needed.
<p>Technology:</p> <ul style="list-style-type: none">• N/A
<p>Reading Lesson:</p> <ul style="list-style-type: none">• The reading section of the Bootcamp workshop is first and will be approximately one hour. They will cover annotation, inferences, and finding topics/main ideas. You may view their lesson plan for more details.• As the RC presents, pay attention for examples, details, and questions that may be useful in your section of the workshop.• Our WC portion will take place during the second hour of the workshop.
<p>Introductory Activity: 5 minutes</p> <ul style="list-style-type: none">• Introduce yourself and the lesson.
<p>Lecture Notes: 45-50 minutes</p> <ul style="list-style-type: none">➤ Parts of Speech<ul style="list-style-type: none">• Ask the students to name the parts of speech they know and what they mean. Write those on the board.• Go over the Parts of Speech handout with students, reviewing details and examples you have not already covered.• Do the Parts of Speech Exercise. Have the students do the first sentence on their own and then go through it on the board together. If you have time, do another sentence. They increase in length.➤ Phrases and Clauses

- Ask students what the difference between a phrase and a clause is and if they have any examples.
- Go through the first 2 pages of the Phrases and Clauses handout. Review the definitions of phrases and clauses and go over subjects and verbs.
- Do the Subjects and Verbs Exercise and the Phrases vs Clauses Exercise.
- If there is still time and the students are at a higher level, go over the last page of the Phrases and Clauses handouts covering Independent and Dependent Clauses
- Do the Independent and Dependent Clauses Exercise.
- **End Punctuation**
- Ask students what punctuation marks they usually put at the end of sentences.
- Go through the End Punctuation handout.
- Do the End Punctuation Exercise.

Practice Activity:

- Practice activities are done at the end of each section on Parts of Speech, Phrases and Clauses, and End Punctuation.

Closing Notes: 5 minutes

- Review main ideas of lesson.
- Take any last questions.
- Encourage students to come back to the Writing Center.

**Mini Workshop: ESL Bootcamp
Student Handout**

Parts of Speech

Part of Speech	Function	Example
Nouns	Nouns name people, places, things, or ideas. Proper nouns that name specific people and places are capitalized.	Michelle likes her class at Truman College because Mr. Smith encourages the students to read books .
Pronouns	Pronouns replace nouns to avoid repetition.	Michelle likes the article because it is about chemistry and she loves science.
Adjectives	Adjectives describe nouns and pronouns, explaining the kind, number, color, shape, etc. Articles (a, an, the) are also adjectives but are usually identified separately.	The intelligent student works hard at the difficult courses. The student works on a paper for an economics class.
Verbs	Verbs show action or state of being.	Michelle likes her class at Truman College because Mr. Smith encourages the students. It was fun.
Adverbs	Adverbs describe verbs, adjectives, and other adverbs. They add information like when, where, why, or how.	She easily understands the concepts because the teacher explains them very clearly .
Prepositions	Prepositions show position in space and time. They are always followed by nouns to form prepositional phrases.	In <u>the evening</u> , Michelle does her homework at <u>the library</u> so she is prepared for <u>class</u> in <u>the morning</u> .
Conjunctions	Conjunctions are connecting words. They can be coordinating conjunctions (for, and, nor, but, or, yet, so) or subordinating conjunctions (because, while, since, when).	Michelle's favorite subjects are science and English since they will be the most useful for her future career.
Interjections	Interjections interrupt a sentence to convey a greeting or to show emotion.	Wow , this lesson was incredibly helpful!

Adapted from *The Least You Should Know about English* by Paige Wilson and Teresa Ferster Glazier.

Suffixes and Parts of Speech

The ending of a word (suffix) can indicate the part of speech. You can often change the part of speech by changing the ending of the root word. This can be especially useful when writing.

Common Suffixes That Indicate the Part of Speech

Noun Suffixes	Examples
-al	Refusal
-acy	Privacy
-ance -ence	Maintenance
-er -or	Trainer
-ist	Chemist
-ism	Materialism
-ity -ty	Simplicity
-ment	Improvement
-ness	Heaviness
-sion -tion	Concession
-dom	Freedom

Adjective Suffixes	Examples
-able -ible	Presentable
-ful	Meaningful
-ic	Authentic
-ical -al	Musical
-ious -ous	Nutritious
-y	Messy
-ish	Brownish
-ive	Creative
-less	Endless

Verb Suffixes	Examples
-ate	Authenticate
-en	Enlighten
-ify -fy	Terrify
-ize -ise	Civilize

Adverb Suffixes	Examples
-ly	happily

Adapted from *Making Reading Relevant: The Art of Connecting* by Teri Quick, Melissa Zimmer, and Diane Hocevar

Here is the breakdown of one root word into several parts of speech.

ECON = Root Word

ECONOMIC (adj)

ECONOMICAL (adj)

ECONOMIST (n, person)

ECONOMY (n, idea)

ECONOMICS (n, school subject)

ECONOMICALLY (adv)

ECONOMIZE (v)

How could you change the word OCCUPY into different parts of speech?

Parts of Speech Exercise

The following sentences are adjusted from “Different Brain Wiring Could Explain Gender Differences.” Above each word in the sentence, write the part of speech. You may use the abbreviations below if needed:

Noun = N	Pronoun = Pro	Adjective = Adj	Article = Art	Verb = V
Adverb = Adv	Preposition = Prep	Conjunction = Con	Interjection = Int	

1. It truly is the part of the brain in the back of the head.
2. Some differences between men and women may be wired into their brains.
3. Women, on the other hand, have more wiring between the right and left

hemispheres of the brain.

Phrases and Clauses

I. Phrases

Phrases are groups of words that do not form complete sentences. They are missing the subject, verb, or both.

In the morning.	Running down the street.	To find my friend.	For example, Peter.	Especially the Red Sox.
-----------------	--------------------------	--------------------	---------------------	-------------------------

Prepositional Phrases

Prepositions are linking words that usually show positions in time or space. There are many prepositions, but here are some common ones.

Above	at	before	for	from	in
Of	on	over	through	to	with

Prepositions are always followed by nouns to make a prepositional phrase.

In the morning	At the train station	On the phone	With my friends
----------------	----------------------	--------------	-----------------

II. Clauses

Clauses must have both a subject and a verb. To tell the difference between a phrase and a clause, you must be able to identify the subject and the verb.

Subjects

Who or what the sentence is about.	Oprah is known around the world.
Usually a noun or pronoun, but can also be a gerund.	Chicago is her hometown. She recently moved to Los Angeles. Interviewing celebrities has made her lots of money.
Can be singular or plural.	Television is a profitable business. Companies make millions through advertising on television.
Can be compound.	Men and women evaluate products differently.
<u>Cannot</u> be part of a prepositional phrase.	With huge sales, Amazon is an amazing success story.
<u>Cannot</u> be here or there.	Here are the flowers . There is the park .

III. Verbs

Action verbs – describes an action that a subject performs.	She recently moved to Los Angeles. Men and women evaluate products differently.
Linking verbs – connects the subject to words that describe it.	The marketing campaign is expensive. The photo looks grainy.
Helping verbs – combine with the main verb to indicate tense, negative structure, or question structure.	Interviewing celebrities has made her lots of money. American culture has been spreading across the globe for years. Will the coffee and cakes sell in Moscow?
Verbs can also be compound.	Good advertising informs, persuades, and convinces consumers.

Subjects and Verbs Exercise

Circle the subject and underline the verb in the following sentences.

1. Some differences between men and women may be wired into their brains.
2. It is the part of the brain in the back of the head.
3. Women, on the other hand, have more wiring between the right and left hemispheres of the brain.
4. In earlier studies, men have been shown to be better at learning and completing a single task at a time.
5. There were a few brain differences in subjects under 13.

Phrases vs Clauses Exercise

Choose whether the following groups of words are phrases or clauses. Write Phrase or Clause after each number.

1. This study is the first to show differences in neural wiring. _____
2. According to its authors. _____
3. Which is responsible for motor control. _____

4. Men had more connections within each hemisphere and within the cerebellum.

5. While the results showed improvements. _____

6. Paul Zak, a neuroscientist. _____

Independent Clauses

There are two types of clauses: independent and dependent. An independent clause has a subject and a verb and expresses a complete idea. Therefore, it is a full sentence on its own and CAN stand on its own.

- *Sally went to the store.*
- *I bought candy.*

Dependent Clauses

A dependent clause has a subject and a verb but does not express a complete idea. Therefore, it is not a full sentence and CANNOT stand on its own. It depends on another clause to be a complete sentence.

- *While Sally was at the store.*
- *Because I bought candy.*

Independent and Dependent Clauses Exercise

Put IC next to an independent clause and DC next to a dependent clause.

1. While Wendy was at her doctor's appointment. _____
2. William takes his dog, Sparky, for a walk every evening around 7 o'clock. _____
3. Biking is a difficult activity. _____
4. Before Wanda makes coffee in the morning. _____
5. Because it is dark out when I arrive at the office. _____

End Punctuation

Punctuation Mark	Function	Example
Period (.)	Place at the end of a full sentence that makes a statement.	I enjoy watching movies.
Question Mark (?)	Place after a direct question.	Do you also like movies?
Exclamation Point (!)	Place after an expression to emphasize it or to show emotion or loud sounds.	I loved that movie!

End Punctuation Exercise

Decide whether the sentence is making a statement, asking a question, or expressing emotion. Add the proper punctuation to the end.

1. There are 33 students in my class _____
2. What time does the class start _____
3. The house is on fire _____
4. The shop on the corner sells notebooks and paper _____
5. Each class will have an assigned time to go to the library _____
6. My dad said he is going to double my allowance _____
7. Why aren't you coming on the field trip _____
8. How long will it take us to get to the museum _____
9. I returned the books to the bookcase _____
10. Where is the school office _____
11. What is your favorite sport _____
12. James scored the winning touchdown _____
13. Mom is making my favorite meal for dinner _____
14. Is Emily your best friend _____

Answer Keys

Parts of Speech Exercise

The following sentences are adjusted from “Different Brain Wiring Could Explain Gender Differences.” Above each word in the sentence, write the part of speech. You may use the abbreviations below if needed:

1. It truly is the part of the brain in the back of the head.
N Adv V Art N Prep Art N Prep Art N Prep Art N
2. Some differences between men and women may be wired into their brains.
Adj N Prep N Conj N V V V Prep Pro N
3. Women, on the other hand, have more wiring between the right and left hemispheres of the brain.
N Prep Art Adj N V Adj N Prep Art Adj Conj Adj
N Prep Art N

Subjects and Verbs Exercise

Circle the subject and underline the verb in the following sentences.

Subjects in bold. Verbs underlined.

1. Some **differences** between men and women may be wired into their brains.
2. **It** is the part of the brain in the back of the head.
3. **Women**, on the other hand, have more wiring between the right and left hemispheres of the brain.
4. In earlier studies, **men** have been shown to be better at learning and completing a single task at a time.
5. There were a few brain **differences** in subjects under 13.

Phrases vs Clauses Exercise

Choose whether the following groups of words are phrases or clauses. Write Phrase or Clause after each number.

1. This study is the first to show differences in neural wiring. **Clause**

2. According to its authors. **Phrase**
3. Which is responsible for motor control. **Phrase**
4. Men had more connections within each hemisphere and within the cerebellum. **Clause**
5. While the results showed improvements. **Clause (though dependent so not a sentence)**
6. Paul Zak, a neuroscientist. **Phrase**

Independent and Dependent Clauses Exercise

Put IC next to an independent clause and DC next to a dependent clause.

1. While Wendy was at her doctor's appointment. **DC**
2. William takes his dog, Sparky, for a walk every evening around 7 o'clock. **IC**
3. Biking is a difficult activity. **IC**
4. Before Wanda makes coffee in the morning. **DC**
5. Because it is dark out when I arrive at the office. **DC**

End Punctuation Exercise

Decide whether the sentence is making a statement, asking a question, or expressing emotion.

Add the proper punctuation to the end.

1. There are 33 students in my class .
2. What time does the class start ?
3. The house is on fire !
4. The shop on the corner sells notebooks and paper .
5. Each class will have an assigned time to go to the library.
6. My dad said he is going to double my allowance !
7. Why aren't you coming on the field trip ?
8. How long will it take us to get to the museum ?
9. I returned the books to the bookcase .
10. Where is the school office ?
11. What is your favorite sport ?
12. James scored the winning touchdown !
13. Mom is making my favorite meal for dinner ! or .
14. Is Emily your best friend ?