

## Daily Lesson Plan

<b>Course Name: English as a Second Language ESL Level 2 – 4</b>		<b>Course Code: ESLBO, ESLCO, ESLDO</b>
<b>Grade Level: 9 – 12</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 27</b>
<b>Unit 6: Socializing</b>	<b>Topic: Personality types.</b>	

### Overall Expectations

#### Listening and Speaking:

- 1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.
- 2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.

#### Socio-cultural competence and media literacy.

- 1. Use English and non-verbal communication strategies appropriately in a variety of social contexts.

### Specific Expectations

- Listening to Interact: 1.2 demonstrate understanding of spoken English on familiar and content-area topics in a variety of interactive situations.
- Speaking to Interact: 2.1 engage in spoken interactions on personal and content-area topics.
- Register: 1.1 determine and use the appropriate language register in a variety of social and classroom contexts.
- Non-verbal Communication 1.2 identify non-verbal communication cues that are suited to specific social, academic, and workplace contexts.

### Learning Skills & Work Habits

- Collaboration and self-regulation: to work in pairs to interchange information, respecting turns and listening to others with attention.
- Organization and Independent Work: to follow instructions and complete activities within the time assigned, as well as to politely ask for more time if needed.

### Learning Goals

#### Today you will:

- Ask about and describe someone's personality type,

### Success Criteria

#### By the end of this lesson I can:

- Identify the meaning of vocabulary related to personality.
- Use the vocabulary identified to complete a description.
- Listen and repeat a conversation, and answer comprehension questions.
- Listen to a conversation to identify speakers and descriptions.

### Materials and Resources

- *Speak Now 3* by Jack C. Richards and David Bohlke..
- Projector, speakers, moodle.
- <https://www.oxfordlearnersdictionaries.com/>

<b>Lesson Structure and Activities</b>	
<b>Timing (minutes)</b>	<b>Lesson</b>
30	<p><b>ICEBREAKER + ATTENDANCE</b></p> <p><b>Warm-up question (<i>bell work</i>)</b></p> <ul style="list-style-type: none"> <li>- Using the think-pair-share strategy, students read and write a question on the whiteboard, talk about it with a partner and then share their answers with the class.</li> <li>- The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation.</li> <li>- Finally, the T marks attendance.</li> </ul>
20	<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>- Brainstorming: sts talk about the characteristics of a good leader.</li> </ul>
40	<p><b>ACTIVITY #1: Conversation, listening</b></p> <ul style="list-style-type: none"> <li>- Sts check vocabulary: role model, problem solver, follower, etc.</li> <li>- In pairs, sts tell each other about people that fit personality descriptions.</li> <li>- Listen to the conversation and answer comprehension questions.</li> </ul>
15	<b>BREAK</b>
20	<p><b>ACTIVITY #2: Practice conversation</b></p> <ul style="list-style-type: none"> <li>- Sts listen to the conversation again, paying attention to pronunciation.</li> <li>- In pairs, practice the conversation.</li> <li>- Add new phrases to the conversation they practiced.</li> <li>- In pairs, practice the conversation including the new sentences.</li> </ul>
30	<p><b>ACTIVITY #3: Target language</b></p> <ul style="list-style-type: none"> <li>- Sts read chart with questions and answers.</li> <li>- Identify the different ways used to ask about and describe different personality types.</li> <li>- Take turns to describe different personality types of people they know.</li> </ul>
25	<p><b>ACTIVITY 4#: Listening</b></p> <ul style="list-style-type: none"> <li>- Sts read the instructions of the listening activity.</li> <li>- Find all the possible cues that provide information of what they are going to listen to.</li> <li>- St make predictions.</li> <li>- Sts listen to the recording and check predictions.</li> <li>- Complete a chart with vocabulary of type of people and their descriptions.</li> <li>- Sts listen to the recording again and check their answers.</li> </ul>
15	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- Sts interview each other.</li> <li>- Complete chart with the information they obtained about: are they leaders or followers?</li> <li>- Match answers to a table with results.</li> <li>- Share their answers with the class.</li> </ul>
<b>Assignment AS learning / Homework</b>	
- Sts complete homework assigned on Moodle.	
<b>Teacher's Reflections</b>	

- Correct pronunciation and intonation after students finish talking.
- Be as explicit as possible when giving instructions and modeling.
- Provide more time for speaking activities if necessary.
- After practicing, ask volunteer students to present the conversation. Give a brief feedback about their pronunciation, fluency and intonation.
- Play recording only twice for sts to complete activities. Check once or twice to check answers.
- Always reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback.

## The Erindale Academy Daily Lesson Plan Unit 6 and Lesson Plan 27

<b>Assessment Strategies</b>		
<b>For Learning</b>	<b>As Learning</b>	<b>Of Learning</b>
<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic tests</li> <li><input type="checkbox"/> Practice quiz</li> <li><input type="checkbox"/> Pop quizzes</li> <li><input type="checkbox"/> <b>Homework</b></li> <li><input type="checkbox"/> <b>Class notes</b></li> <li><input type="checkbox"/> <b>Peer feedback</b></li> <li><input type="checkbox"/> <b>Practice questions</b></li> <li><input type="checkbox"/> Practice tests</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Class discussions</b></li> <li><input type="checkbox"/> <b>Peer feedback</b></li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Student teacher conferences</b></li> <li><input type="checkbox"/> <b>Small group discussions</b></li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Self-assessment sheet</li> <li><input type="checkbox"/> <b>Homework</b></li> <li><input type="checkbox"/> Self-analysis sheet</li> <li><input type="checkbox"/> Peer-analysis sheet</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Whole class discussions</b></li> <li><input type="checkbox"/> <b>Group discussions</b></li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> <b>Small group discussions</b></li> <li><input type="checkbox"/> <b>Pair work</b></li> </ul>	<p style="text-align: center;"><b>Student product:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments</li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> Business report</li> </ul> <p style="text-align: center;"><b>Observation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student-led discussion/debate</li> <li><input type="checkbox"/> Presentation</li> </ul> <p style="text-align: center;"><b>Conversation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance tasks</li> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Question and answer session</li> </ul>
<b>Lesson Tools</b>		
<p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured overview</li> <li><input type="checkbox"/> <b>Lecture</b></li> <li><input type="checkbox"/> <b>Compare &amp; contrast</b></li> <li><input type="checkbox"/> Socratic method</li> <li><input type="checkbox"/> <b>Demonstrations</b></li> </ul>	<p><b>Indirect Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Case studies</li> <li><input type="checkbox"/> <b>Reading for meaning</b></li> <li><input type="checkbox"/> <b>Inquiry</b></li> <li><input type="checkbox"/> <b>Reflective discussion</b></li> <li><input type="checkbox"/> <b>Writing to inform</b></li> <li><input type="checkbox"/> <b>Concept formation</b></li> <li><input type="checkbox"/> Concept mapping</li> <li><input type="checkbox"/> Concept attainment</li> </ul>	<p style="text-align: center;"><b>Instructional Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Explaining</b></li> <li><input type="checkbox"/> <b>Demonstrating</b></li> <li><input type="checkbox"/> <b>Questioning</b></li> </ul>
<p style="text-align: center;"><b>Interactive Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Video clip</li> <li><input type="checkbox"/> Debates</li> <li><input type="checkbox"/> <b>Role playing</b></li> <li><input type="checkbox"/> <b>Brainstorming</b></li> <li><input type="checkbox"/> <b>Peer partner</b></li> <li><input type="checkbox"/> Learning/analysis</li> <li><input type="checkbox"/> <b>Discussion</b></li> <li><input type="checkbox"/> Laboratory groups</li> <li><input type="checkbox"/> <b>Cooperative learning</b></li> <li><input type="checkbox"/> <b>Groups</b></li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Conferencing</li> </ul>	<p style="text-align: center;"><b>Independent Study</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essays</li> <li><input type="checkbox"/> Computer assisted instruction</li> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Learning logs</li> <li><input type="checkbox"/> Reports</li> <li><input type="checkbox"/> Learning activity packages</li> <li><input type="checkbox"/> Correspondence lessons</li> <li><input type="checkbox"/> Learning contracts</li> <li><input type="checkbox"/> <b>Homework</b></li> <li><input type="checkbox"/> Research projects</li> <li><input type="checkbox"/> <b>Assigned questions</b></li> <li><input type="checkbox"/> Learning centers</li> </ul>	<p style="text-align: center;"><b>Experiential Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> <b>Conducting</b></li> <li><input type="checkbox"/> Experiments</li> <li><input type="checkbox"/> <b>Simulations</b></li> <li><input type="checkbox"/> Games</li> <li><input type="checkbox"/> <b>Story telling</b></li> <li><input type="checkbox"/> Focused imaging</li> <li><input type="checkbox"/> Field observations</li> <li><input type="checkbox"/> <b>Role-playing</b></li> <li><input type="checkbox"/> <b>Model building</b></li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>