TEA
THE ERINDALE ACADEMY

Daily Lesson Plan

Course Name: English as a Second Language ESL Level 2 – 4		Course Code: ESLBO, ESLCO, ESLDO
Grade Level: 9 – 12	**Duration:** 3 hours	**Lesson No:** 13
Unit 3: Parents and teenagers	**Topic:** Present perfect + *yet* and *already*	

Overall Expectations

Listening
- 1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.

Speaking
- 3. Use correctly the language structures appropriate for this level to communicate orally in English.

Writing
- 1. 3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.

Specific Expectations

- Listening for Specific Information: 1.1 demonstrate comprehension of specific information in more detailed directions, instructions, and classroom presentations, with reduced contextual and visual support.
- Grammatical Structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level.
- Sound Patterns: 3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.

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:
- Listen to and understand conversations and a radio program about recent conflicts between parents and teenagers.
- Identify and apply the present perfect, including the adverbs *yet* and *already*
- Pronounce the sounds /j/ and /dʒ/.

Success Criteria

By the end of this lesson I can:
- Complete dialogues using the correct form of the present perfect.
- Listen and repeat affirmative and negative sentences using the present perfect.
- Recognize and produce the sounds /j/ and /dʒ/.
- Listen to an extract from a radio program and correctly answer comprehension questions.

Materials and Resources

- *American English File 2* by Christina Latham-Koenig, Clive Oxenden and Paul Seligson.
- Projector.
- Speakers.
- Moodle.
- IXL

Lesson Structure and Activities

Timing (minutes)	Lesson
20	**ICEBREAKER + ATTENDANCE** **Warm-up question (*bell work*)** - Using the *think-pair*-share strategy, students read and write the question on the whiteboard and their answer, talk about the question with a partner and then share their answers with the class. - The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation. - Finally, the T marks attendance.
15	**PREVIOUS KNOWLEDGE** - Sts make comments about the exercises they made in IXL. - Share their experience with the rest of the class. - Make comments about the exercises they found difficult. - The T provides feedback.
55	**GRAMMAR: PRESENT PERFECT** - Sts look at the pictures and make predictions about what the people are arguing about. - Listen to the recording and check their predictions. - Listen again and complete sentences with verbs in past participle. - Identify the main topic of one of the conversation they completed. - Underline *yet* and *already* in the conversations. Guess their meaning. - Read the use of present perfect, and *yet* and *already*, and complete exercises. - Listen to the recording and repeat affirmative and negative sentences in present perfect using the correct intonation.
15	***BREAK***
50	**PRONUNCIATION** - Listen and repeat the sounds /j/ and /dʒ/ in isolation. - Then listen and repeat the same sounds in word: yacht and jazz. - The T models how to pronounce the sounds. - Read words and classify them according to their sounds. Compare their answers with a partner. - Listen and check their answers. - Practice saying negative sentences. - Practice matching sentences halves.
30	**LISTENING** - Look at the photo and make predictions. - Listen to the first part of a radio program. Check their predictions and answer questions. - Listen to the rest of the radio program and answer comprehension questions. - Listen to the radio program again and identify what the speakers have done.

15	**CLOSING: DISCUSSION** - In pairs, talk about people they know that have things in common with the speakers from the recording. - Give their opinion about the speakers. - Share their answers with the rest of the class.

Assignment AS learning / Homework

- Complete the present perfect exercises on IXL given by the teacher, available on Moodle.

Teacher's Reflections

- Correct and monitor correct pronunciation among students.
- Emphasize the importance of speaking in English to improve their language acquisition.
- Elicit sts' participation: ask them to write the answers on the whiteboard. Check spelling.
- Provide more time for speaking activities.
- 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 3 and Lesson Plan 13

Assessment Strategies

For Learning	As Learning	Of Learning
Student product: □ Diagnostic tests □ Practice quiz □ Pop quizzes □ **Homework** □ **Class notes** □ **Peer feedback** □ **Practice questions** □ Practice tests **Observation:** □ **Class discussions** □ **Peer feedback** **Conversation:** □ Student teacher conferences □ **Small group discussions**	**Student product:** □ Learning logs □ **Self-assessment sheet** □**Homework** □ Self-analysis sheet □ Peer-analysis sheet **Observation:** □ **Whole class discussions** □ **Group discussions** **Conversation:** □ Student teacher conferences □ **Small group discussions** □ **Pair work**	**Student product:** □ Assignments □ Tests □ Exam □ Case studies □ Business report **Observation:** □ Student-led discussion/debate □ Presentation □ Performance tasks **Conversation:** □ Student teacher conferences □ Question and answer session

Lesson Tools

Direct Instruction	Indirect Instruction	Instructional Skills
□ Structured overview □Lecture □ **Compare & contrast** □ Socratic method □ **Demonstrations**	□ Problem solving □ Case studies □ Reading for meaning □ **Inquiry** □ Reflective discussion □ Writing to inform □ **Concept formation** □ Concept mapping □ Concept attainment	□**Explaining** □**Demonstrating** □Questioning

Interactive Instruction	Independent Study	Experiential Learning
□ PowerPoint □Video clip □ Debates □ **Role playing** □ Brainstorming □ **Peer partner** □ Learning/analysis □ **Discussion** □ Laboratory groups □ **Cooperative learning** □ **Groups** □ Jigsaw □ Problem solving □ Conferencing	□ Essays □ **Computer assisted instruction** □ Journals □ Learning logs □ Reports □ Learning activity packages □ Correspondence lessons □ Learning contracts □ **Homework** □ Research projects □ **Assigned questions** □ Learning centers	□ Field trips □ **Conducting** □ Experiments □ Simulations □ Games □ Story telling □ Focused imaging □ Field observations □ **Role-playing** □ **Model building** □ Surveys □ Case studies