

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: 25
Unit 6: Socializing		Topic: Describing family relationships

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 family relationships.
- Describe family relationships.

Success Criteria

By the end of this lesson I can:

- Read a short description and identify vocabulary.
- Listen to, read, repeat and practice a conversation, and answer comprehension questions.
- Use correct language to ask and answer about family relationships.
- Listen and repeat sentence stress on nouns and verbs.

Materials and Resources

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

Lesson Structure and Activities	
Timing (minutes)	Lesson
20	ICEBREAKER + ATTENDANCE Warm-up question (<i>bell work</i>) <ul style="list-style-type: none"> - 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. - The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation. - Finally, the T marks attendance.
20	INTRODUCTION <ul style="list-style-type: none"> - Sts talk about the concept of <i>only child</i>.
50	ACTIVITY #1: Conversation, listening <ul style="list-style-type: none"> - Sts check vocabulary: single, engaged, divorced, etc. - In pairs, sts tell each other about their family relationships. - Listen to the conversation and answer comprehension questions.
15	BREAK
20	ACTIVITY #2: Practice conversation <ul style="list-style-type: none"> - Sts listen to the conversation again, paying attention to the pronunciation of the words. - In pairs, practice the conversation. - Listen to a new recording, similar to the previous one and identify the extra sentences. - In pairs, practice the conversation including the new sentences.
30	ACTIVITY #3: Target language <ul style="list-style-type: none"> - Sts read chart with vocabulary and phrases. - Identify the different ways used to ask about and describe family relationships. - Take turns to describe different people, using the information provided.
25	ACTIVITY 4#: Pronunciation <ul style="list-style-type: none"> - Sts listen to the recording and practice pronunciation. - Give emphasis to the stress of certain words. - Sts imitate the intonation. - Listen to another recording and circle stressed words. - Practice the sentences.
15	CLOSING <ul style="list-style-type: none"> - Sts ask about each others' families. - Ask questions to different classmates and write down the answers. - Sts share their classmates' answers with the rest of the class.
Assignment AS learning / Homework	
- Sts complete homework assigned on Moodle.	
Teacher's Reflections	

- 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.
- 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 25

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