

Daily Lesson Plan

Course Name: English as a Second Language ESL Level 5		Course Code: ESLEO
Grade Level: 9 – 12	Duration: 3 hours	Lesson No: 24
Unit 6: Eco-guilt		Topic: The Environment

Overall Expectations

Speaking:

- 2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.

Reading:

- 1. Read and demonstrate understanding of a variety of texts for different purposes.

Specific Expectations

- Speaking to Interact: 2.1 engage in complex spoken interactions on a wide variety of topics.
- Demonstrating Understanding: 1.2 demonstrate an understanding of complex authentic texts in a variety of ways.
- Responding to and Evaluating Texts: 1.3 respond to complex authentic texts in a variety of ways.

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:

- Talk about and analyze the concept of Eco-guilt.
- Identify and apply the use of future perfect and future continuous.

Success Criteria

By the end of this lesson I can:

- Read and understand the concept of *eco-guilt*.
- Complete a quiz to identify how eco-friendly or eco-guilty I am.
- Read and answer questions of a text about future predictions.
- Complete sentences using the future perfect and future continuous.

Materials and Resources

- *American English File 4* by Christina Latham-Koenig and Clive Oxenden.
- Projector, speakers, Moodle.
- <https://www.oxfordlearnersdictionaries.com/>

Lesson Structure and Activities

Timing (minutes)	Lesson
20	<p>ICEBREAKER + ATTENDANCE</p> <p>Warm-up question (<i>bell work</i>)</p> <ul style="list-style-type: none"> - Using the <i>think-pair-share</i> strategy, students read and write a quotation 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.
40	<p>CHECKING HOMEWORK</p> <ul style="list-style-type: none"> - Sts compare their answers of the homework they completed at home. - Share their answers with their groups. - Check homework and correct mistakes. - Share their answers with the class. - The T provides feedback.
30	<p>BEFORE READING: SPEAKING</p> <ul style="list-style-type: none"> - Sts read the next quote by Alan M. Eddison: “Modern technology / Owe ecology / An apology.” - Sts talk about what they think the quote means and if they agree with it. - Look at the title of the article and the images. Make predictions. - Skimming: sts highlight the words they know and look up the words they don’t know on an online dictionary.
15	<p><i>BREAK</i></p>
40	<p>WHILE READING</p> <ul style="list-style-type: none"> - Sts read the beginning of the article and check predictions. - Read the text and take the questionnaire. Add up the score. - Compare their answers with their partners. - Explain why they do or don’t do what is mentioned in the questionnaire. - Discuss about their score and if they agree with it. - Sts read an article with predictions and answer comprehension questions. - Look at the highlighted verbs in the predictions and identify some differences between future perfect and continuous.
40	<p>AFTER READING: GRAMMAR</p> <ul style="list-style-type: none"> - Sts complete the <i>Grammar Bank</i> material: they read the different uses of future perfect and continuous. - Complete sentences with the correct tense. - Compare answers with their partners. - Check answers and correct mistakes. Share answers with the class. - The T corrects mistakes when necessary and provides feedback.
10	<p>CLOSING: TALKING ABOUT PREDICTIONS</p> <ul style="list-style-type: none"> - In pairs, sts talk about the predictions in the class material. - Say if they think those predictions will happen and why / why not.
<p>Assignment AS learning / Homework</p>	
<ul style="list-style-type: none"> - Complete the vocabulary exercises given by the teacher, available on Moodle. 	
<p>Teacher’s Reflections</p>	

- Correct the use of vocabulary and pronunciation after sts finish talking.
- Provide enough time for thinking and speaking before sts share their answers.
- Elicit sts participation when sharing conclusions from 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 6 and Lesson Plan 24

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