

## Daily Lesson Plan

<b>Course Name: English as a Second Language ESL Level 5</b>		<b>Course Code: ESLEO</b>
<b>Grade Level: 9 – 12</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 27</b>
<b>Unit 6: Eco-guilt</b>	<b>Topic: Are you a risk taker?</b>	

### Overall Expectations

Listening and speaking:

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

Socio-cultural competences and media literacy

- 1. Use English and non-verbal communication strategies appropriately in a variety of social contexts.
- 3. Demonstrate knowledge of and adaptation to the Ontario education system.

### Specific Expectations

- Listening for Specific Information: 1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations.
- Register: 1.1 determine and use the appropriate language register in social and classroom contexts of all types.
- Strategies for the Cooperative Classroom: 3.3 identify a variety of appropriate strategies for participating in cooperative learning activities, and use them effectively to complete group tasks.

### 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 risk.
- Expand knowledge of future time clauses and real conditionals.
- Pronounce sentence rhythm with conditionals.

### Success Criteria

By the end of this lesson I can:

- Listen to six people talking about taking risks.
- Interview a classmate to find out if they are risk takers.
- Identify and complete sentences with conditionals for future.
- Listen, identify and repeat sentence stress in conditional clauses.

### Materials and Resources

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

<b>Lesson Structure and Activities</b>	
<b>Timing (minutes)</b>	<b>Lesson</b>
20	<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 <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.</li> <li>- The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation.</li> <li>- Finally, the T marks attendance.</li> </ul>
30	<p><b>CHECKING HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Sts compare their answers of the homework they completed at home.</li> <li>- Share their answers with their groups.</li> <li>- Check homework and correct mistakes.</li> <li>- Share their answers with the class.</li> <li>- The T provides feedback.</li> </ul>
40	<p><b>BEFORE LISTENING: SPEAKING</b></p> <ul style="list-style-type: none"> <li>- Sts talk about a dream of a hypothetical situation and what kind of dream it would be: an exciting one, a nightmare or an interesting one.</li> <li>- Sts try to interpret what their answers say about their attitude to risk.</li> <li>- Observe the instructions, images and all the cues that may help them to guess what the recording will be about. They interpret their answers through questions such as “what does the title mean?” “What type of sports will be mentioned in the audio?”</li> </ul>
15	<b>BREAK</b>
20	<p><b>WHILE LISTENING</b></p> <ul style="list-style-type: none"> <li>- Sts listen to the recording and check predictions.</li> <li>- Identify speakers and answer comprehension questions.</li> <li>- Listen again and check their answers.</li> <li>- Speaking: in pairs, students interview each other asking questions about taking risks.</li> </ul>
40	<p><b>AFTER LISTENING: GRAMMAR</b></p> <ul style="list-style-type: none"> <li>- Sts match sentence halves.</li> <li>- Identify the use of highlighted phrases: a) after <i>if, when, etc.</i>, and b) in the main clause.</li> <li>- Analyze sentences and what their main clauses refer to.</li> <li>- Sts look at the <i>Grammar bank</i>. Identify the use of zero and first conditionals, and complete exercises.</li> <li>- Sts compare their answers with a partner.</li> <li>- Check their answers with the rest of the class.</li> <li>- Sts complete sentences with their own words, using the first conditional and future clauses.</li> <li>- In pairs, compare their answers.</li> </ul>
20	<p><b>PRONUNCIATION: SENTENCE STRESS AND RHYTHM</b></p> <ul style="list-style-type: none"> <li>- Sts listen and write sentences in dialogues.</li> <li>- Listen again and underline the stressed words.</li> </ul>
10	<p><b>CLOSING</b></p> <ul style="list-style-type: none"> <li>- In pairs, practice the dialogues.</li> <li>- Try to say sentences smoothly with natural rhythm.</li> <li>- Sts and teacher give feedback.</li> </ul>

<b>Assignment AS learning / Homework</b>
- Complete the homework given by the teacher, available on Moodle.
<b>Teacher's Reflections</b>
<ul style="list-style-type: none"><li>- Elicit answers that require thinking and interpretation. If students need more time to think, provide it. Students should be able to interpret by themselves with little help.</li><li>- Encourage students to listen to each other carefully, paying attention to the details.</li><li>- Ask students to tell what their partners said, using their own words. It is important that they work on paraphrasing and providing details or explanations from what they heard.</li><li>- Always reinforce the idea of recognizing mistakes as a natural part of the learning process and use it as part of the feedback.</li></ul>

## 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"/> Student teacher conferences</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"/> <b>Self-assessment sheet</b></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"/> Reflective discussion</li> <li><input type="checkbox"/> Writing to inform</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"/> Role playing</li> <li><input type="checkbox"/> Brainstorming</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"/> <b>Computer assisted instruction</b></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"/> Story telling</li> <li><input type="checkbox"/> <b>Focused imaging</b></li> <li><input type="checkbox"/> Field observations</li> <li><input type="checkbox"/> <b>Role-playing</b></li> <li><input type="checkbox"/> Model building</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>