

## Daily Lesson Plan

<b>Course Name:</b> English as a Second Language ESL Level 2 – 4		<b>Course Code:</b> ESLBO, ESLCO, ESLDO
<b>Grade Level:</b> 9 – 12	<b>Duration:</b> 3 hours	<b>Lesson No:</b> 15
<b>Unit 3:</b> Parents and teenagers		<b>Topic:</b> Midterm test practice

### Overall Expectations

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

### 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.
- Grammatical structures: 3.1 use correctly the grammatical structures of spoken English appropriate for this level.
- Using Conversational Strategies: 2.2 use a number of conversational expressions to negotiate spoken interactions.
- Sound Patterns: 3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately.
- Communication strategies: 3.3 use a number of circumlocution, clarification, and repair strategies to bridge gaps in spoken communication.

### 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:

- Practice and apply the contents and skills seen in the unit.

### Success Criteria

By the end of this lesson I can:

- Complete paragraphs with vocabulary related to units 1, 2 and 3.
- Complete sentences and paragraphs with verbs in present perfect and past tense, regular and irregular.
- Talk about vacations, problems between parents and teenagers, and housework.
- Ask about and give personal information.

### Materials and Resources

<ul style="list-style-type: none"> <li>- <i>American English File 2</i> by Christina Latham-Koenig, Clive Oxenden and Paul Seligson.</li> <li>- <i>Speak Now 1</i> by Jack C. Richards and David Bohlke.</li> <li>- Projector.</li> <li>- Speakers.</li> <li>- Moodle.</li> </ul>	
<b>Lesson Structure and Activities</b>	
<b>Timing (minutes)</b>	<b>Lesson</b>
20	<b>ICEBREAKER + ATTENDANCE</b> <b>Warm-up question (<i>bell work</i>)</b> <ul style="list-style-type: none"> <li>- Using the <i>think-pair-share</i> 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.</li> <li>- The teacher provides feedback related to the use of vocabulary, grammar, and pronunciation.</li> <li>- Finally, the T marks attendance.</li> </ul>
50	<b>REVIEW TEST UNIT 3</b> <ul style="list-style-type: none"> <li>- The T projects the test on the whiteboard.</li> <li>- Sts complete the exercises orally.</li> <li>- The T gives feedback when necessary.</li> <li>- Sts make comments about the test.</li> </ul>
20	<b>RECYCLING + PREVIOUS KNOWLEDGE</b> <ul style="list-style-type: none"> <li>- The teacher elicits the different pronunciation of the regular past.</li> <li>- Sts classify verbs according to the pronunciation of their final sounds.</li> </ul>
15	<b><i>BREAK</i></b>
40	<b>REVIEW: CONTENTS</b> <ul style="list-style-type: none"> <li>- The T, with the sts' help, writes on the whiteboard the contents and skills seen in the three units.</li> <li>- The sts contribute with examples, while the T explains.</li> <li>- Sts ask questions about the different topics seen.</li> </ul>
40	<b>SPEAKING PRACTICE</b> <ul style="list-style-type: none"> <li>- The T presents the topics that will be asked in the Midterm exam.</li> <li>- In pairs, sts choose a topic and answer the questions.</li> <li>- The sts give feedback.</li> <li>- The T makes corrections to the use of vocabulary, grammar, and pronunciation</li> </ul>
10	<b>CLOSING</b> <ul style="list-style-type: none"> <li>- Sts ask final questions.</li> <li>- Make comments about today's work.</li> <li>- Tell how they feel in this moment, after all the practice they had.</li> </ul>
<b>Assignment AS learning / Homework</b>	
<ul style="list-style-type: none"> <li>- Complete the homework given by the teacher, available on Moodle.</li> </ul>	

<b>Teacher's Reflections</b>
<ul style="list-style-type: none"><li>- Monitor correct use of verbs in past tense and pronunciation.</li><li>- Elicit sts' participation: ask them to write the answers on the whiteboard. Check spelling.</li><li>- Provide more time for reading and writing activities.</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 3 and Lesson Plan 15

Assessment Strategies		
For Learning	As Learning	Of Learning
<b>Student product:</b> <input type="checkbox"/> Diagnostic tests <input type="checkbox"/> Practice quiz <input type="checkbox"/> Pop quizzes <input type="checkbox"/> <b>Homework</b> <input type="checkbox"/> <b>Class notes</b> <input type="checkbox"/> <b>Peer feedback</b> <input type="checkbox"/> <b>Practice questions</b> <input type="checkbox"/> <b>Practice tests</b> <b>Observation:</b> <input type="checkbox"/> Class discussions <input type="checkbox"/> <b>Peer feedback</b> <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b>	<b>Student product:</b> <input type="checkbox"/> Learning logs <input type="checkbox"/> Self-assessment sheet <input type="checkbox"/> <b>Homework</b>  <input type="checkbox"/> Self-analysis sheet <input type="checkbox"/> Peer-analysis sheet <b>Observation:</b> <input type="checkbox"/> <b>Whole class discussions</b> <input type="checkbox"/> Group discussions <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> <b>Small group discussions</b> <input type="checkbox"/> <b>Pair work</b>	<b>Student product:</b> <input type="checkbox"/> Assignments  <input type="checkbox"/> Tests <input type="checkbox"/> Exam  <input type="checkbox"/> Case studies <input type="checkbox"/> Business report  <b>Observation:</b> <input type="checkbox"/> Student-led discussion/debate <input type="checkbox"/> Presentation  <input type="checkbox"/> Performance tasks <b>Conversation:</b> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Question and answer session
Lesson Tools		
<b>Direct Instruction</b> <input type="checkbox"/> Structured overview <input type="checkbox"/> Lecture <input type="checkbox"/> <b>Compare &amp; contrast</b> <input type="checkbox"/> Socratic method <input type="checkbox"/> <b>Demonstrations</b>	<b>Indirect Instruction</b> <input type="checkbox"/> Problem solving <input type="checkbox"/> Case studies <input type="checkbox"/> <b>Reading for meaning</b> <input type="checkbox"/> <b>Inquiry</b> <input type="checkbox"/> Reflective discussion <input type="checkbox"/> Writing to inform <input type="checkbox"/> <b>Concept formation</b> <input type="checkbox"/> Concept mapping <input type="checkbox"/> Concept attainment	<b>Instructional Skills</b> <input type="checkbox"/> <b>Explaining</b> <input type="checkbox"/> <b>Demonstrating</b> <input type="checkbox"/> <b>Questioning</b>
<b>Interactive Instruction</b> <input type="checkbox"/> PowerPoint <input type="checkbox"/> Video clip <input type="checkbox"/> Debates <input type="checkbox"/> <b>Role playing</b> <input type="checkbox"/> <b>Brainstorming</b> <input type="checkbox"/> <b>Peer partner</b> <input type="checkbox"/> Learning/analysis <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory groups <input type="checkbox"/> <b>Cooperative learning</b> <input type="checkbox"/> <b>Groups</b> <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem solving <input type="checkbox"/> Conferencing	<b>Independent Study</b> <input type="checkbox"/> Essays <input type="checkbox"/> <b>Computer assisted instruction</b> <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"/> <b>Homework</b> <input type="checkbox"/> Research projects <input type="checkbox"/> <b>Assigned questions</b> <input type="checkbox"/> Learning centers	<b>Experiential Learning</b> <input type="checkbox"/> Field trips <input type="checkbox"/> <b>Conducting</b> <input type="checkbox"/> Experiments <input type="checkbox"/> <b>Simulations</b> <input type="checkbox"/> <b>Games</b> <input type="checkbox"/> <b>Story telling</b> <input type="checkbox"/> Focused imaging <input type="checkbox"/> Field observations <input type="checkbox"/> <b>Role-playing</b> <input type="checkbox"/> <b>Model building</b> <input type="checkbox"/> Surveys <input type="checkbox"/> Case studies