

## Daily Lesson Plan

<b>Course Name: English as a Second Language ESL Level 2 – 4</b>		<b>Course Code: ESLBO, ESLCO, ESLDO</b>
<b>Grade Level: 9 – 12</b>	<b>Duration: 3 hours</b>	<b>Lesson No: 17</b>
<b>Unit 4: Let's Meet Again</b>	<b>Topic: Setting plans and arrangements</b>	

### Overall Expectations

Reading:

- 1. Read and demonstrate understanding of a variety of texts for different purposes.
- 3. Use a variety of strategies to build vocabulary.

Writing:

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

Socio-cultural competence and media literacy:

- 1. Use English and non-verbal communication strategies appropriately in a variety of social contexts.

### Specific Expectations

- Reading a Variety of Texts: 1.1 read a variety of adapted and authentic fictional, informational, and graphic texts.
- Word Recognition Strategies: 3.2 use knowledge of patterns of word structure and derivation to determine the meaning of unfamiliar words.
- Grammatical Structures: 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level.
- Register: 1.1 determine and use the appropriate language register in a variety of social and classroom 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:

- Read and understand an article about problems between teenagers and parents.
- Identify and apply common verb phrases for housework, and collocations with *make* and *do*.

### Success Criteria

By the end of this lesson I can:

- Read and put in order Facebook messages.
- Identify vocabulary related to verbs and prepositions, according to the context in which they are used.
- Recognize the structure of present continuous and complete sentences for future arrangements.
- Listen to and repeat a dialogue, using correct intonation to sound friendly.

### Materials and Resources

- *American English File 2* by Christina Latham-Koenig, Clive Oxenden and Paul Seligson.
- Projector.
- Speakers.
- Moodle.
- <https://www.wordreference.com/>
- <https://www.oxfordlearnersdictionaries.com/>

## Lesson Structure and Activities

Timing (minutes)	Lesson
15	<b>ICEBREAKER + ATTENDANCE</b> <b>Warm-up question (<i>bell work</i>)</b> <ul style="list-style-type: none"> <li>- Sts share the tongue twister they looked up and practice at home.</li> <li>- Volunteers try to repeat their classmates' tongue twisters.</li> <li>- The T provides feedback.</li> <li>- The T checks the attendance.</li> </ul>
25	<b>BEFORE READING</b> <ul style="list-style-type: none"> <li>- The T briefly reviews the season of the year with the sts through eliciting.</li> <li>- The sts review the months of the year. The T corrects pronunciation.</li> <li>- Sts listen and repeat dates.</li> <li>- Sts look at the text and predict what type of text it is.</li> <li>- Using the skimming technique, sts use highlighters to color 1) cognates, and 2) words they don't know.</li> <li>- Observe the percentage of words they colored and make comments about how much of the text they should be able to read and understand without problems.</li> </ul>
30	<b>WHILE READING</b> <ul style="list-style-type: none"> <li>- Sts read the text.</li> <li>- Order messages in chronological order.</li> <li>- Read the text again and explain the reason why the participants in the text want to meet the plans they have.</li> <li>- Match the highlighted terms from the text with their meaning.</li> <li>- Check the meaning of terms in an online dictionary.</li> </ul>
20	<b>AFTER READING</b> <ul style="list-style-type: none"> <li>- Sts read the instructions of the listening comprehension activity.</li> <li>- Make predictions based on all the clues they can get from the information provided in the activity: instructions, images, type of letter, etc.</li> <li>- Listen to the recording and complete the missing information.</li> </ul>
15	<b>BREAK</b>
50	<b>GRAMMAR: PRESENT CONTINUOUS FOR FUTURE ARRANGEMENTS</b> <ul style="list-style-type: none"> <li>- Sts underline five examples of present continuous in the text they read during the previous part of the lesson.</li> <li>- Identify which examples of present continuous refer to: 1) now, and 2) a different period of time.</li> <li>- Read sentences and complete with what they remember. Listen to the recording and check their answers.</li> <li>- The T explains the structure of the present continuous.</li> <li>- The sts listen to the recording again and complete the participant's calendar.</li> </ul>

25	<b>PRONUNCIATION AND SPEAKING: SOUNDING FRIENDLY</b> <ul style="list-style-type: none"> <li>- The sts listen to another dialogue. Listen and repeat every sentence, imitating the intonation used by the speakers.</li> <li>- In pairs, practice the dialogue using the intonation from the recording.</li> <li>- Complete a calendar with activities they do during the evening.</li> </ul>
15	<b>CLOSING</b> <ul style="list-style-type: none"> <li>- Talk to other students. Try to find a day in which both are free and make plans.</li> <li>- Write their partners' answers in the calendar they completed in the previous exercise.</li> <li>- Complete all the calendar making arrangements with different people for every evening of the week.</li> </ul>
<b>Assignment AS learning / Homework</b>	
- Complete the "verb + prepositions" activity and the vocabulary bank provided on Moodle.	
<b>Teacher's Reflections</b>	
<ul style="list-style-type: none"> <li>- Correct the use of intonation.</li> <li>- Elicit sts' participation: ask them to write the answers on the whiteboard. Check spelling.</li> <li>- Provide more time for speaking 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 4 and Lesson Plan 17

Assessment Strategies		
For Learning	As Learning	Of Learning
<p><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><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><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><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><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><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><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><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><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>
Lesson Tools		
<p><b>Direct Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structured overview</li> <li><input type="checkbox"/> Lecture</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><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><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"/> <b>Role playing</b></li> <li><input type="checkbox"/> <b>Brainstorming</b></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><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><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"/> <b>Games</b></li> <li><input type="checkbox"/> <b>Story telling</b></li> <li><input type="checkbox"/> Focused imaging</li> <li><input type="checkbox"/> Field observations</li> <li><input type="checkbox"/> <b>Role-playing</b></li> <li><input type="checkbox"/> <b>Model building</b></li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> Case studies</li> </ul>