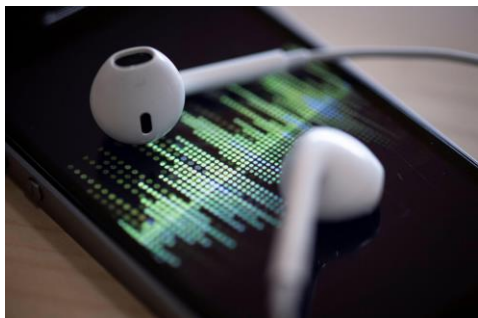




## PREPARATION

<b>Date:</b>	Saturday – Day # 6
<b>Group Name:</b>	ESL PodcastLand
<b>Members:</b>	Andrea Reis Gomes
<b>Level</b>	Advanced - Conversation
<b>Lesson Length</b>	4 classes of 50 minutes
<b>Objectives</b>	<p>❖ Students will be able to ...</p> <ul style="list-style-type: none"> <li>❖ use 10 new, academic vocabulary words in context</li> <li>❖ express comparison, contrast, cause, and effect using relative clauses</li> <li>❖ Vocabulary Quiz #1 = The 10 new vocabulary words</li> <li>❖ Reading graded assignment - Article Presentation</li> <li>❖ Skills: <ul style="list-style-type: none"> <li>○ Listening: students' presentations</li> <li>○ Speaking: talk about an article</li> </ul> </li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>❖ A computer lab (15 computers)</li> <li>❖ A whiteboard</li> <li>❖ Internet – Google Docs Virtual Platform</li> <li>❖ A projector</li> <li>❖ Markers</li> <li>❖ Activity handout</li> </ul>

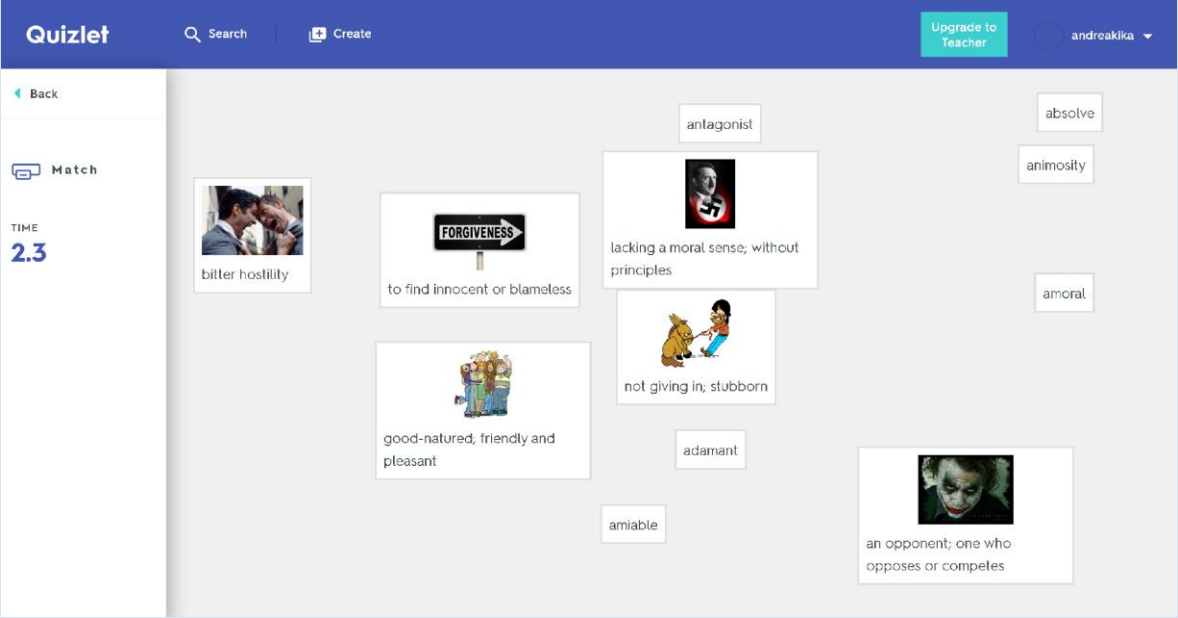


## LESSON PLAN



Stage		Time														
1	<p><b>Warm-up:</b> The teacher will go around the class, and students will say the headlines of their articles and explain why they picked that particular topic.</p>	15 mins														
2	<p><b>Article presentations:</b> Students will have from 2-3 minutes to talk about their articles. They will not be allowed to look at their notes at all.</p> <p><b>Evaluation:</b> The speaking evaluation will be done using the rubric below:</p> <div><p><b>THE WEEK - MINI PRESENTATIONS - Speaking Evaluation 1</b></p><p>What you should keep in mind during your article presentations:</p><ul style="list-style-type: none"><li><input type="checkbox"/> Read your article thoroughly</li><li><input type="checkbox"/> Explain a summary of your article</li><li><input type="checkbox"/> <b>DO NOT READ IT AT ALL</b> - You will not be able to read your article at all ( I will collect it before your presentation)</li><li><input type="checkbox"/> You will be able to have some notes (20 <u>words</u> maximum - <b>NOT SENTENCES</b>)</li></ul></div> <div><p><b>Reading Assignment Grade:</b></p><table><tr><td>Did not turn in</td><td>Poor</td><td>Needs Improvement</td><td>OK</td><td>Good</td><td>Very Good</td><td>Excellent</td></tr><tr><td>0</td><td>40</td><td>60</td><td>70</td><td>80</td><td>90</td><td>100</td></tr></table><div><div><p><b>**Not enough details</b></p><p><b>**Read too much</b></p><p><b>**Too many grammar mistakes</b></p><p><b>**Not well-explained/organized</b></p><p><b>**Included good details</b></p><p><b>**Good pronunciation/fluency</b></p><p><b>**Key items clearly stated</b></p></div><div><p><b>** Did not show complete knowledge of the material</b></p><p><b>** Not well-prepared</b></p><p><b>** Pronunciation/fluency hindered understanding</b></p><p><b>** Well-explained/organized</b></p><p><b>** Too many pauses when speaking</b></p><p><b>**Good command of grammar structures</b></p><p><b>**Demonstrated thorough knowledge of the material</b></p></div></div></div>	Did not turn in	Poor	Needs Improvement	OK	Good	Very Good	Excellent	0	40	60	70	80	90	100	45 mins
Did not turn in	Poor	Needs Improvement	OK	Good	Very Good	Excellent										
0	40	60	70	80	90	100										
3	<p><b>Relative clauses – introductory activity:</b> In this amusing relative clauses game, students describe pictures of objects, people, places, and times with defining relative clauses. The class is divided into groups of three or four. Each group is given a set of picture cards, which they shuffle</p>															

	and place face down in a pile on the desk. Students take it in turns to pick up the top card, look at the picture, place the card face down and fold their arms. The student then describes the object, person, place or time to the other students using defining relative clauses. When describing pictures, students must keep their arms folded. This is to stop them from miming or using gestures. Students are also not allowed to say the name of the object, person, place or time or use variations of the word. The first student to guess the word wins and keeps the card. If no one guesses the word, the card is placed at the bottom of the pile. The next student then picks up a card and so on. Students continue taking turns describing the pictures on the cards until there are no cards left in the pile. The student with the most cards at the end of the game wins.	20 mins
4	<b>Pair work:</b> Students will work in pairs to create a story using 6 – 8 relative clauses. First, they have to pick a theme and/or place where the story takes place. Then, they have to analyze how the sentences will fit naturally within the context.	30 mins
5	<b>Presentations:</b> Students will have to read their story to the whole class.	20 mins
6	<b>New Vocabulary words:</b> Activities which introduce new vocabulary, collocations and sentence structures through using flashcards. <b>Partial Card:</b> Hold a card with the picture of fruit/vegetables fully covered. Gradually, uncover the card (from the top, bottom, or side). In addition, ask: "What is it?" Using your facial expressions and gestures, you may help the students: "I don't know." Keep uncovering the card until children name the picture. Repeat the word. <b>Flashcard – Flash:</b> Uncover a card with the picture of an animal for only few seconds, show it to the children several times, turn it around quickly, and hide it. Accompany the whole process with the What is it? question and I don't know. answer. Keep uncovering the card until the children name the picture. Repeat the word. <b>Moving Flashcard:</b> Show the children a card with a picture of clothes (e.g. trousers) while moving it around. For example: a child is sitting, and you move the card around his/her head so that he/she cannot see the picture. Circle with the picture several times, hide it and ask: "What is it?" and answer: "I don't know." If there is enough room in the classroom and not too many children, you may take the card and move it around the classroom. Children are curious to see what is on the card, so they run after you. You can jump up high, stretch your arms to the ceiling etc. Keep showing the card until children name the picture. Repeat the word.	15 mins
7	<b>Vocabulary in Context:</b> Students will work in pairs in the activities from their textbooks. Exercise #1: Match the words to the definitions. Then, the teacher will go over the answers on the board. Exercise #2: Students will have to complete the sentences using one of the 10 new words. They will have to pay attention to the meaning, and how the words can be used in a particular context. Then, the teacher will go over the answers on the board. Exercise #3: Students will have to used 2 words in one sentence. Sometimes, this part of the exercise is more challenge to some students. Make sure to tell them to pay attention to the context being utilized in one part of the sentence, and then, try to figure out the other part of the sentence. Then, the teacher will go over the answers on	10 mins + 10 mins + 15

	the board.	mins
8	<p><b>Quizlet:</b> Each student will use their cell phones to have access to the activity. They should go to Google, type “Improving vocabulary quizlet”. Then, they will choose a particular nickname (the teacher will tell them which one to pick”. Once all students have found the correct name, everyone starts together. To win, they have to match the words to their definitions as fast as they can.</p>  <p>This is a fun activity, and students really enjoy it and get really competitive.</p>	18 mins
9	<b>Homework assignment:</b> Students will work on the “Final Check” section of the book.	2 mins