

CLP Lesson Plan - Lesson 19

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Level: Upper Intermediate 1 Date/Time: Monday, Nov. 4th, 2024

Goal:

- Develop abilities to convey personal opinions effectively across different registers, using appropriate formulaic expressions for formal and informal contexts.
- Enhance skills in capturing main ideas and detailed information from readings about Melbourne and Sydney by comparing and contrasting.

Objectives (SWBAT):

Students Will Be Able To...

1. convey personal opinions with formulaic expressions of various formalities in different registers.
 - a. Knowing:
 - i. Discourse knowledge: identify what expressions would be suitable in different registers (i.e., formal and informal contexts)
 - b. Doing:
 - i. Speech function: provide reasons to justify one's decision and express agreements & disagreements in conversations
 - ii. Interaction management: initiate, maintain, and end conversations
 - c. Strategizing:
 - i. Cognitive strategies: use the provided formulaic expressions to conduct conversations within different contexts
 - ii. Metacognitive strategies:
 1. self-evaluate their speaking confidence and skills before and after the activity
 2. peer-evaluation
2. compare and contrast key aspects of Melbourne and Sydney in readings by completing an information-gap activity.

Theme: Qualities of Life

Materials & Technology:

- Textbook: Passages 1, Unit 3, pp. 24-25
- Other materials: e.g. handouts, posters, powerpoint
 - [PowerPoint slides](#)
 - [Wordle](#)
 - [Review: Padlet-Imagined City](#)
 - [Audio: Formal & Informal Tones](#)
 - [Audio Script: Handout: Formal & Informal Tones](#)
 - [Handout: Expressions for Sharing Personal Opinions](#)
 - [Handout: Role-Play](#)
 - [Worksheet: Peer evaluation sheet](#)
 - [Handout: Sydney vs. Melbourne](#)
 - [Grouping wheel](#)

ACTIVITY/PROCEDURE/STAGE – INTERACTION TYPES	TIME
<p><i>Review or Preview (if applicable)</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> • Warm-up game: Wordle • Phrase of the day: bite more than you can chew <p><i>Linking & Transitioning to rest of lesson:</i></p> <ul style="list-style-type: none"> • “After sharing the phrase of the day, I am going to take you back to your imagined cities! Do you still remember your classmates’ imagined cities?” 	9:00~9:15
<p><i>Activity 1: Speaking – Quality of Life</i></p>	
<p><i>1.1 Pre-Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> • “In our last week’s classes, we have discussed some factors you would consider when deciding on a place to live. Do you remember? We have talked about transportation, crime rate, food, etc, which are all factors influencing our decisions.” • Show the AI-generated images of the students’ imagined cities on the slide (please see here-slide 5) • “However, after reading your classmates’ imagined cities, is there a city you would like to visit or live in? And why? Are there any specific reasons?” • Elicit answers from students. • “Great! It’s good to know that you are all very creative in making up an imagined city! Now, we are going to do our speaking activity. Before that, I would like you to answer my question, ‘How confident or comfortable are you in sharing personal opinions in English?’” • Collect students’ responses. • “Alright! So today we are going to learn how to give personal opinions, which we are doing every day.” <p><i>1.2. During Stage:</i> Interaction: T-Ss and S-Ss</p> <p><u>Round 1</u></p> <ul style="list-style-type: none"> • Ask students to turn to page 24 - quality of life • Ask students to rank 3 most important qualities to them • “Now, please choose 3 most important qualities to you and rank them in order. 1 is the most important one, while 3 is the least important one among the three choices.” • Put students into groups. • “Now, please share your own 3 choices to your classmates and remember to tell your reasons.” • “When you are talking with your classmates, you can try to use some of the expressions (agreement and disagreement) we have learned before.” • After 2~3 minutes of discussion... 	9:15~10:20

- “Alright! And now, I want each group to reach a consensus on the top 3 choices. Try to negotiate with each other to decide which 3 qualities are the most important to you by ranking 1~3.”
- Ask each group to share their answers.
- “Good job, everyone! However, reflecting on your previous conversations with your classmates, do you remember how you expressed your opinions? Did you say *I think...*? Or anything else?”
- Elicit answers from students.

Round 2

- “Okay! So now we are going to learn how to express our personal opinions in different ways.”
- Play the [Audio: Formal & Informal Tones](#)
 - Note: since this is an AI-generated audio which sounds a bit unnatural and not easy to follow, I will give out the [script](#) to students for students’ convenience.
- “In this recording, you will hear two girls discussing a dialogue of two boys who use formal expressions in their dialogue.”
- “And your task is: 1. circle the casual expressions the two women use, and 2. underline the formal expressions they quote from the men.”
- “Can anyone tell me what you are going to do now?”
- “Yes! Circle the casual expressions, and underline the formal expressions!”
- Check students answers
- “So now we know that we can use different expressions on different occasions.”
- Give out the [Handout: Expressions for Sharing Personal Opinions](#) to students.
- “Next, we are going to do a role-play activity!”
- Give out the [Handout: Role-Play](#) to students randomly.
- “In this worksheet, you will get an assigned role, and please remember not to reveal your role to your classmates.”
- “Now, after reading your role description, please rank the top 3 qualities of life based on your assigned role’s perspective.”
- “For example, as a teacher, I may think that education should be the priority while I may think nightlife is less important.”
- Ask students to complete their worksheets.
- Ask students to form groups based on the assigned numbers
 - (Group A: 1, 2, 3; Group B: 4, 5, 6; Group C: 7, 8, 9)
- Have students discuss in groups to share their top 3 choices.
- “Okay! Now, can you reach a consensus in your group? Which are the top 3 important qualities?”
- After discussion...
- Ask students to share what expressions they used in different scenarios.

1.3 Post-Stage:

Interaction: T-Ss

- Provide delayed feedback on students’ speaking
- Introduce the concept of “register” to students.
- Ask students to evaluate themselves by giving personal opinions
- Do peer evaluation: [Worksheet: Peer evaluation sheet](#)

<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> Students will be able to agree and disagree with others' opinions with formulaic expressions Students can convey personal opinions with formulaic expressions of various formalities in different registers. 	
<p><i>Transition to #2:</i></p> <ul style="list-style-type: none"> "After doing the speaking activity, we are going to do a reading activity. Today's reading is about two cities in Australia, Sydney and Melbourne." 	
<p>Activity 2: Reading - Sydney vs. Melbourne</p>	
<p><i>2.1 Pre-Stage:</i> Interaction: T-Ss</p> <ul style="list-style-type: none"> "What do you know about these two cities?" Elicit answers from students. <p><i>2.2. During Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> "As you may have guessed, now we are going to read articles about these two cities in Australia. One is Sydney, while the other one is Melbourne." Distribute the worksheets to students randomly. Ask students to read their articles. "While reading, please try to remember the main ideas and details while you are going to share them with a partner." Put students into groups (in each group: 1 Sydney + 1 Melbourne) Ask student to complete the comparison chart based on their memory Reveal answers and check students' understanding. "Based on the information collected, which city you would like to live in? Or visit? Why?" Elicit answers from students. "Okay! Everyone did a great job! After doing the analysis, let's see the reading in your textbook." Make predictions on questions on page 25. Ask students to read the article on page 25 Answer the questions and see if they are the same as their predictions <p><i>2.3 Post-Stage:</i> Interaction: T-Ss</p> <ul style="list-style-type: none"> Check students' understanding of the reading and vocabulary Provide explanations on the words students are unfamiliar with 	<p>10:20~11:00</p>
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> Students will be able to compare and contrast key aspects of Melbourne and Sydney by completing an information-gap activity. 	

<i>Transition to Wrap-Up:</i> <ul style="list-style-type: none"> “Everyone did a great job today! I hope you all enjoyed the discussion a lot! I really like all of your dialogues, which are so interesting and creative! Do you have any questions? If not, I will see you on Wednesday! 😊” 	
<i>Wrap-up (e.g: Exit ticket, review of language foci)</i>	
<i>Lesson Evaluation Procedures:</i> <ul style="list-style-type: none"> Remind the students of the upcoming unit test on Friday. 	11:00

Anticipated Problems & Suggested Solutions:

- Similar to my previous lessons, time management is the biggest challenge in my class, especially since some of my students have been late for class recently. I tried to diversify the speaking activity a little bit by creating different registers. However, I am a bit worried that students may find the “formal register” not useful. Therefore, it is my responsibility to tell students that while we usually use informal or neutral language in daily conversations, it is important to learn some formal expressions as well since sometimes we need to talk to someone who has a higher social status than us. It would be a good way to show our politeness, respect, and sophistication. Besides, since the role-play activity is quite complicated, I need to make sure that my instructions and guidelines are crystal clear before having students dive into the activities.