

Name Joan Lewis

TESOL CONFERENCE 2007

Outcomes The student will be able to speak so others can understand	Student Goals The student will be able to speak and use the information in	NRS EFL Level 4 chalkboard Time Frame One Hour	
Standard Speak So Others Can Understand	Learner Prior Knowledge conversation. The student must know the meanings of words used in class.		
COPS Determine the purpose for communicating. Organize and relay information to effectively serve the purpose, context and listener. Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener's comprehension. Use multiple strategies to monitor the effectiveness of the communication	Benchmarks 4.1 Participate in conversations on familiar topics. 4.2 Communicate meaning by using common contractions(e.g., can't, won't) and stressed syllables in a word (e.g., beau-ti-ful.) 4.3 Use grammatical structures (e.g. future and common irregular past tenses) to communicate meaning. 4.4 Use descriptive words (e.g., commonly-used adjectives, and commonl-used adverbs.) 4.5 Repeat, rephrase, or use circumlocution to ensure listeners understand.	Activities Presentation: Introduce vocabulary interview Discuss how to conduct an interview Have the students choose a partner to interview Choose questions to ask and put them on the board. Practice: The students will choose six questions to ask their partner. After they have recorded their answers, they will practice introducing the person to the class with their partner. Each student will then stand up with their partner and introduce him/her to the class. They must use information that they learned from the interview. Application: Introduce people to others. Sample questions: What is your name? Where do you live? Where are you from? Tell me about your family. How did you come to _____(city)? Tell me something interesting about yourself.	Assessment/ EVIDENCE Teacher observations 1. exchange information 2. practice speaking skills 3. practice subject/ verb agreement and verb tense
Reflection/Evaluation/Next Steps NEXT STEPS	Purposeful & Transparent --Did the lesson meet the learners' purposes? Is the purpose of the lesson clear? Contextual --Did the lesson have a real life context? BUILDING EXPERTISE --Did the lesson build on what the learner already knew?		