

<p><b>Outcomes</b> Students will be able to ask and answer a question about themselves.</p>	<p><b>Student Goals</b> To communicate so that others can understand. To establish a routine that is repeated daily.</p>	<p><b>NRS EFL Level 4</b> Materials: whiteboard Time Frame 30 min.</p>
<p><b>Standard</b> Speak So Others Can Understand</p>	<p><b>Learner Prior Knowledge</b> Discuss how to ask and give personal information. Discuss using complete sentences to ask and answer. Discuss vocabulary words.</p>	
<p><b>COPS</b> 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</p>	<p><b>Benchmarks</b> 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 common-used adverbs.) 4.5 Repeat, rephrase, or use circumlocution to ensure listeners understand.</p>	<p><b>Activities</b>  <b>Presentation:</b> Discuss possible questions that students might want to ask another student. Brainstorm ideas and have the teacher write the questions on the board.  <b>Practice:</b> Step 1. The teacher will choose one question that applies to all ( or most) of the students. Step 2. Teachers asks (models) the question of one student, who gives their answer. Step 3. That student then asks the next student the same question. The process is continued around the classroom until all students have asked and answered.  <b>Application:</b> This activity will be repeated daily to improve oral speaking skills and develop a routine in the classroom. It will reduce student's anxiety and provide a consistent, daily activity.  ** Questions could be formulated by using this WEB site. <a href="http://iteslj.org/questions/getting.html">http://iteslj.org/questions/getting.html</a></p>
<p><b>Reflection/Evaluation/Next Steps</b>  <b>NEXT STEPS</b></p>	<p><b>Purposeful &amp; Transparent</b> --Did the lesson meet the learners' purposes? Is the purpose of the lesson clear? <b>Contextual</b>--Did the lesson have a real life context? <b>BUILDING EXPERTISE</b>--Did the lesson build on what the learner already knew?</p>	
<p><b>Assessment/ EVIDENCE</b>  Teacher observation of class participation. Students ask and answer questions pertaining to their own personal histories.</p>		