



Teaching English to Speakers of Other Languages

Lesson Plan Template

Class: EEE Teacher: Natalia Oviedo & Nandy Gordillo	Date/Time: Thursday, September 19th 2024 From 8 to 9 pm at the Mckay 127
A description of the target learner population: The target learner population for this course consists of a diverse mix of BYU-Hawaii students from various cultural backgrounds, including Asia, Polynesian Islands, Africa, the Asia-Pacific realm, and Latin America. Most students are learning English as a second language, ranging from high-intermediate to low-advanced proficiency levels. Some learners can ask and answer simple questions about familiar topics, such as family, and manage basic conversations, while others can narrate and describe more complex family situations using various time frames and handle discussions involving more detailed family dynamics and hobbies.	
Focal Language Skill or vocab learning strategy: (e.g., writing or word cards, etc.) Topic: Talking about Family using Simple Present, & speech acts (daily and introductions) Skill: Speaking and listening.	I will support instruction for the focal language skill by . . . Scaffolding the structure of the simple present tense and by creating environments where the language learner can practice what will use it in real life scenarios.
Explicit Vocabulary Focus: (e.g., the appropriate words you will pre-teach before the activity and how you will support student learning of them throughout the lesson.) New Vocabulary <ol style="list-style-type: none"> 1. Nuclear family 2. Extended family 3. Matriarch 4. Patriarch 5. Kinship 6. Lineage 	

7. Generation gap
8. Ancestry
9. Inheritance
10. Descendant

Family Vocabulary

mother
mom
father
dad
parent
children
son
daughter
sister
brother
grandmother
grandfather
grandparent
grandson
granddaughter
grandchild
aunt
uncle
niece
nephew
cousin
husband
wife
sister-in-law
brother-in-law
mother-in-law
father-in-law
partner
fiancé
fiancée

Marital Status

single
separated
widow
widower
married
engaged
divorced

Explicit Language Focus: (e.g., learning to write an email to a professor)

The lesson will be focused on developing the skill of talking about family. We will use this topic to help students learn more elevated family vocabulary and at the same time they will practice using simple presents in a conversation. We will also check student's pronunciation and accuracy with the purpose that the students are understood when talking about their families.

Today's Learning Outcome(s): By the end of today's class you will be able to *[verb] + [noun]*. Use the Lesson Planning verbs chart you received in TESOL 310 to write your lesson learning outcome(s).

- The learner will be able to perform using the simple present effectively in a conversation when listening and talking about their family.
- The learner will be able to give original examples using the simple present in all its forms, statement, question and negative.

Materials/Equipment/Environmental arrangements needed to teach this lesson:

- Slides
- Flashcards with words for charades
- Markers, worksheets with questions, a timer, a bell and a laptop or desktop computer.

Review/Warm-up: Includes an appropriate warm-up to the lesson content.

Broken Phone ft. Pictionary (10 minutes)

Class is divided in groups; each group needs to have a writer or speaker depending on the skill that needs to be practiced. Each group needs to have someone at the beginning, this person will receive a word and they need to say to the person in front of them clearly to their ear, until it gets to the last person in the line. The last person that received the word draws the word and the person who was assigned to be the speaker or writer guesses the word and as soon as the person gets right this person needs to provide three sentences using the simple present (statement, negative and question).

Instructions:

- Divide the class into small groups
- Give each group a vocabulary word (these words don't need to be very difficult. It can be as an example: Family, parents, siblings, children, etc.)
- One student from each group picks a word.
- When the student's group guesses the word, the group has to create a sentence with the word. Example: My parents work every day
- Take turns so most students have the possibility to participate.

Word bank for this activity:

1. Mother
2. Father
3. Brother
4. Sister
5. Grandparents
6. Cousin
7. Uncle
8. Aunt
9. Children
10. Relatives

Present/Demonstrate: Includes an appropriate presentation of new information.

Vocabulary

- Use cards with advanced vocabulary in it
- Mix card and ask the students to pick up a card
- Ask students to find their match (Students will walk around the classroom to find their pairs)
- After they find their pair they will briefly discuss if they have seen, have used or know the word.
- The meaning of each word will be projected.
- Students will discuss how these terms are applied in their culture.

The purpose of this activity is to have a brief discussion about family concepts and how each concept may vary in different cultures. It is important to encourage students to share about their cultures.

Word bank to use for this activity:
(We may select 5 of these words)

1. Nuclear family: A family consisting of two parents and their children.
2. Extended family: A family that includes relatives beyond the nuclear family, such as grandparents, aunts, uncles, and cousins.
3. Matriarch: The female head of a family or group.
4. Patriarch: The male head of a family or group.
5. Kinship: The relationship between members of a family, either by blood, marriage, or adoption.
6. Lineage: Direct descent from an ancestor; ancestry or pedigree.
7. Generation gap: The differences in values, attitudes, and behaviors between older and younger generations.
8. Ancestry: One's family or ethnic descent.
9. Inheritance: Property or traits passed down from one generation to another.
10. Descendant: A person who is descended from a particular ancestor.

Grammar:

We will use slides to present the family vocabulary and the simple present usage and forms including examples. (10 minutes)

Simple Present (10 minutes)

The simple present (also called present simple or present indefinite) is a verb tense which is used to show repetition, habit or generalization. Less commonly, the simple present can be used to talk about scheduled actions in the near future and, in some cases, actions happening now.

Simple Present Forms

The simple present is just the base form of the verb. Questions are made with do and negative forms are made with do not.

Statement: You have a big family.

Question: Do you have a big family?

Negative: You do not have a big family.

In the third person singular, -s or -es is added. Questions are made with does and negative forms are made with does not.

Statement: He has two brothers.

Question: Does he have two brothers?

Negative: He does not have two brothers.

Simple Present Uses

USE 1 Repeated Actions

simple present repeated action

Use the simple present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event, or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

I visit my grandparents every weekend.

She does not visit her grandparents every weekend.

Does he visit his grandparents every weekend?

The family eats dinner together every evening at 7 PM.

The family does not eat dinner together at 8 PM.

When does the family usually eat dinner together?

She always forgets to call her parents.

He never forgets to call his parents.

Every twelve months, the family takes a vacation.
Does the family take a vacation every year?

USE 2 Facts or Generalizations

simple present generalization

The simple present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:

Grandparents like spending time with their grandchildren.

Aunts and uncles do not always like spending time with their grandchildren.

Do cousins like spending time with their relatives?

Mexico is in North America.

Mexico is not in South America.

Family photos are usually displayed in the living room.

Family photos are not usually displayed in the kitchen.

USE 3 Scheduled Events in the Near Future

simple present near future

Speakers occasionally use simple present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

The family gathers for dinner tonight at 6 PM.

The family does not gather for dinner at 11 AM; they gather at 6 PM.

When does the family usually have dinner?

The family party starts at 8 o'clock.

When does the family event begin tomorrow?

USE 4 Now (Non-Continuous Verbs)

non-continuous now

Speakers sometimes use the simple present to express the idea that an action is happening or is not happening now. This can only be done with non-continuous verbs and certain mixed verbs.

Examples:

I am with my family now.

She is not with her family now.

He needs support from his family right now.

He does not need support from his family now.

He has his family photo in his hand.

Do you have a family photo with you?

Practice/Re-practice: Includes appropriate practice opportunities of the content. (How do the practice activities help you accomplish your objectives?)

Speaking Activity (20 minutes)

Talking about your Family

Students get in groups and take turns choosing a question and talking about it in the group. We can have groups of 3 or have the students learn in pairs. The objective is to give them enough time to practice.

- In pairs, students will describe their family structures using the new vocabulary words.
- It is provided sentences as example to help students:
 - "In my family, the matriarch is my..."
 - "We have an extended family because..."
 - "The generation gap between my grandparents and me means..."
- Students will take 2 minutes each to share their sentences.

Teacher walks around to monitor the activities.

Evaluate: Includes an evaluation of the practice activities. *NOTE: your evaluation cannot simply be that you are watching the students. Tell me how you will know that the students have accomplished the purpose of the activity.*

Depending on the time, students will come in pairs and introduce their classmate's family to the class. Another option is to give 3 to 5 minutes to prepare a little presentation about their family to present to the class.

Feedback will be given to the student based on how the vocabulary and simple tense is being used.

Additional Practice: Includes additional practice opportunities in case they are needed.

Speaking Practice (5 minutes)

Use the following questions to promote discussion about family roles. That way students can share about their cultures.

- Do you think the role of the patriarch or matriarch is still relevant today?
- How do you think cultural differences influence the role of extended family members?

Encourage students to use at least three of the new vocabulary words.

Students will be grouped in pairs or groups of three and introduced their family to the group. They can use their phones or devices to show pictures about their family. The students listening will ask 1 or 2 questions about the student's family using the simple present.

Summarize

- We can have a student or two do a short student presentation about what was learned today.
- Students can write an exit ticket, indicating three new words they learned and write down 3 sentences using the simple present in its forms (statement, negative and negative).

Contingency Plan: Includes additional practice opportunities in case you have more time. (e.g., activities took longer or less time than you anticipated).

Match the concepts activity

- Match each concept with its correct definition.

	Nuclear family	A. The relationship between members of a family, either by blood, marriage, or adoption.
	Extended family	B. A family consisting of two parents and their children.
	Matriarch	C. The female head of a family or group.
	Patriarch	D. Property or traits passed down from one generation to another.
	Lineage	E. The male head of a family or group.
	Generation gap	F. A family that includes relatives beyond the nuclear family, such as grandparents, aunts, uncles, and cousins.
	Ancestry	G. Direct descent from an ancestor; ancestry or pedigree.
	Inheritance	H. One's family or ethnic descent.
	Descendant	I. The differences in values, attitudes, and behaviors between older and younger generations.

Application/Homework Includes an appropriate out-of-class practice (application) of the content.

Students will record themselves talking about their family. It can be a short presentation, the video can be from 3 to 5 minutes. The students will choose two other videos and comment on two of their classmates' videos.

Talking About Family

1. What three words do you think best describe our family?
2. What is your favorite family tradition?
3. How do you think your friends' families compare to ours? Are they about as close? Closer? More distant? Why do you think that?
4. Do you think your friends talk to their parents?
5. What do you think makes a family close?
6. On a scale of 1 to 10, how strict are the parents in our family? What is the ideal number?
7. Can you list the most important rules in our family? What are they?
8. What do I and your other parents do when you do something against our rules?
9. Is the discipline in our family fair?
10. What's the best thing about our family?
11. If you could change one thing about each of your parents, what would it be?
12. What are the most important things your parents have taught you?
13. What do you think are the most important qualities of a good parent?
14. What do you think makes a happy family?
15. Tell each person in the family why you're glad they're part of the family.
16. How do you think our family is the same or different from other families?
17. Do you want to have kids when you grow up? Why or why not?
18. What kind of parent will you be?
19. What are the good things about having siblings? What are the bad things?
20. What is the most important thing to do to have a good relationship with a sibling?
21. Do you have better or worse relationships with your sibling(s) than your friends?
22. What do you like best about each of your siblings?
23. Do you think you will be close to your siblings when you grow up?
24. How many of your ancestors can you name and what do you know about them?
25. Would you rather time-travel into the past to meet your ancestors or into the future to meet your descendants?

26. When your descendants look back, what do you want them to say about you?
27. How are you like each of your parents? How are you different?
28. What did you do today to help our family or make our family life better?