Class:\_ELL 1 Teacher: Anne Perämäki

Theme/Lesson:Job Interview Date: 1/9/2014

**ESSENTIAL QUESTION(S)** (How does this lesson relate to student goals and interests?):

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| 1. This lesson is an intensive review of wh-words and question formation. We have worked a lot on question words and question structures but it has become obvious after the break that a lot more  work is needed. Being able to ask questions correctly and clearly is essential for getting anywhere, both literally and on the journey of one’s life. Making sure you understand the information you receive is equally important. |

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know ….) | **Frameworks Strands & Standards** |
| -that to find out essential information to get places, to get things done, to establish goals, you have to have the correct information. To get the information, you have to be willing and able to ask questions.  -that there are certain situations where questions are essential  (finding a job, on the job, finding a clinic, finding a class and an apartment) | S1.2c  S2.2c,  S2.2b,  L2.2a, R1.2a,  L2.2f, L3.2e  S3.2a,  S3.2d  S2.2d  **Intercultural Knowledge:**  It’s OK to ask questions and to ask for clarification. Most people would rather spend a little more time making sure you understand rather than have you do the wrong thing.  **Navigating systems:** When English is difficult for you, it’s easy to say yes to other people’s requests or propositions. Asking questions buys you time before you sign your life away. “I’m sorry, how much does the car cost?” “Can you repeat that. Did you say the pay is four dollars an hour?” “How many pills a day do I take?” |
| -that in order to make sure you understood correctly you might have to ask  questions for clarification |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Ask understandable questions  2. Ask clarification questions if they are not sure about the answer |
| **Language skills** (Students will be able to…)  1. Use the most common wh-word correctly (as it is, they might confuse where and who)  2. Know (if not master) the difference between questions that require do and questions that call for the verb to be |

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| **ACTIVITIES:**  1. A short review of last week’s lesson (question words)  Check the related homework.  2. I have brought with me a mystery box which I put on the table. I make a big fuss about the mystery, and the students will hopefully want to ask some questions about it. I explain that there is a competition for the box. The students are divided into three groups of 4 (or five). The group that comes up with the most (correct) questions about the box wins the competition and gets the box with its contents.  3. Before they can start writing the questions they need a mini review of structuring a question. I ask a volunteer to come up with a question about the box and I write it on the blackboard. I ask a couple of other volunteers until some mistakes are made. (Usually, it’s confusion between is and does.) Try to elicit the corrections from the sts.  Try to have the sts explain the reason behind the use of is or does. Hopefully, they will come up with something like a verb in the question requires do or does.  4.Now the groups can start working of the competition questions. I walk around and check.  5. The actual writing should take about 15 minutes. I circulate, the sts can ask me for help if they want to.  6. If everyone is done after 15 minutes, we check the results as a group. Each group tells me their questions, I write them on the bb. (This is OK because I’m a super fast writer) and we check them as a group. The group that has the most correct questions ( or the least mistakes) gets the prize.  This should take us until break time.  7.I explain the next activity. I have a bunch of cards with answers that are true statements about the students in the class, one each. (All in the first person singular.) I ask the correct students the questions and the others should pay close attention what their classmates say. I shuffle the cards and each student draws one. (I make sure they don’t get a card about themselves). They have to write the question that elicits the answer they have on their card ( they have already heard the question from me.) I walk around and check, we correct any mistakes. Then, each student will try to remember who the information applies to and ask that person the question, and the person answers. Again, I correct any mistakes.  8. We talk about the importance of understanding the info we get as a response to our questions. I try to elicit important situations at work, at the doctor, at school. I ask the student who is a supermarket clerk what his boss might tell him to do. “Bring 13 boxes of tomatoes.” I ask if he doesn’t understand, what should he ask. “Excuse me, was that 13 or 30?” I’ll do the same with the other jobs, with medications, etc. Pairs of students will roleplay boss and employer or doctor and patient. Or teacher and student.  9. We do Jeopardy. I’ll give examples.The class is divided into two groups. They can choose a leader to shout out the answer.  Answers: Barack Obama, Washington D.C, January 9th, etc.  10.This should take us to the end, but if it doesn’t, I have  three “graduated” worksheets: 1. The answer is provided, give the correct wh-word. 2. Incomplete questions that need either  do or are. 3. Answers are provided, they need to produce the wh-question. |  |

**MATERIALS:** Mystery box, the blackboard, answer cards, 3 worksheets

**ASSESSMENT(S):**

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| **In class immediate assessment**: The assessment is built in in every exercise: If the students can produce a correct questions, they have mastered the material. (My prediction is that most of them will need some prompting.) | **Ongoing**: The worksheets, or at least two of them will probably be their homework. Questions are being reviewed constantly in the course of normal classroom interaction. They at least have to try to comprehend my questions in every class, as well and ask me for clarification. |

**WRAP-UP & REFLECTION:**

Ask and you shall be answered, ask and you shall receive!

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