**Lesson Plan**

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Subject: Formal and Informal English-- Code-switching

Grade: Grade 8 ELL students

Date: April 5, 2016

Time: 5:00 pm

Duration: 75 minutes

Lesson Topic: Formal and Informal language-- Code-switching

**Curriculum Expectations**

Formal, Informal English and Code-switching:

* Gain a deeper understanding of how to switch between English and their own mother languages.
* Learn and demonstrate an understanding of different usages of formal and informal language.
* Think critically and use the proper form of languages (formal or informal) in certain contexts.

English:

* Communicate their ideas and opinions in English
* Learn various English expressions and sentences in different circumstances and with different interaction partners

**Specific Expectations:**

Code-switching:

* Form the capability to decode the emotion and relationship of interactive partners according to the language they use.

English:

* Help students find multiple ways of learning English from diverse learning resource.

**Learning/Teaching Resources:**

Video camera: for recording the short plays of students

Projector

PowerPoint

Pedagogical Tool: Multiliteracies video of formal/informal language (www.multiliteraciesproject.com)

**Lesson Sequence**

Introductory Activity (5min):

Teacher demonstrates three communications with teacher assistant. After that, teacher and teacher assistant role play each dialogue. Students need to guess the relationship between the two actors/actresses according to their real life experience.

Developmental Activities:

Activity 1(5min): With the use of PowerPoint, teacher shows various places such as court, playground and teacher’s office. Students need ask the question: What kind of language is the proper one to use in this place, formal or informal? And then teacher shows the comparing graphic about where should people use formal/informal languages.

Activity 2(10min): In order to help students understand different styles of formal/informal language, teacher shows pairs of sentences of formal/informal English to make clear Comparisons. After showing each pair of sentences, students are supposed to try to figure out the differences in pairs because some of the sentences’ content can be challenging to them.

The sentences teachers will use are as follows:

1. Active &Passive Voice

Informal: Our technician repaired the mistake on 5th April. Now it’s your turn to pay us.

Formal: Although the mistake was repaired on 5th April, payment for this intervention has still not been received.

1. Verb Form: Verb Form: Phrasal Verbs & Latinate

Informal: The company laid him off because he didn't work much.

Formal: His insufficient production conducted to his dismissal.

1. Language: Direct & Formulaic

Informal: I’m sorry but … I’m happy to say that …

Formal: We regret to inform you that …

We have pleasure in announcing that …

1. Use of Slang

Informal: He had to get some money out of a hole in the wall …

Formal: He withdrew the amount from an ATM.

1. Personal Form & Nominators

Informal: If you lose it, then please contact us as soon as possible.

Formal: Any loss of this document should be reported immediately …

1. Linking Words

Formal: The bank can’t find the payment you say you’ve made.

Informal: Notwithstanding that the payment has been sent the bank fails to acknowledge it.

1. Revitalized Sentences

Informal: Anybody or any company.

Formal；… any natural person who, and any legal entity which …

1. Modal Usage

Informal: If you need any help give us a call.

Formal: Should you require any assistance, please feel free to contact us …

1. Singular & Plural Person

Informal: I can help you to solve this problem. Call me!

Formal: We can assist in the resolution of this matter. Contact us on our toll-free number.

Activity 3(10min): Student watch the multiliteracies video of formal/informal language.

Activity 4(35min): Students are separated in several groups and discuss the content of video. Then, according to examples given in the video, they have 15 minutes to arrange a short play related to formal or informal situation. They need to use the proper form of language in their play. Each group have opportunities to show their outcome in front of the class and teacher will encourage them and point out the possible problems of their language. Their short play will be recorded by video camera and sent to them.

**Evaluation (10min)**

Students need to finish an in-class quiz to evaluate the class outcome.

EXERCISE

Insert formal expression which correspond to the ones in brackets.

1. I \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ you that our prices have \_\_\_\_\_\_\_\_. ( sorry - tell - gone up)

2. This is \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ that costs have risen. ( because)

3. Unfortunately, I have to \_\_\_\_\_\_\_\_ you that I \_\_\_\_\_\_\_\_ not \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ the meeting. ( tell- can’t - come to)

4. \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ some brochures describing our products. (Here [in this letter] are)

5. We have \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ to increase our prices. (had)

6. You are 90 days past due on invoice #2792, please \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ as soon as possible. (pay up)

7. Please write \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ any \_\_\_\_\_\_\_\_ (if you’ve got - questions)

8. Your account is \_\_\_\_\_\_\_\_. (in the red)

**Assessment**

Write a diary about the people you encounter in one day and record which form of language you use in your conversations.

**Differentiated Instructional Strategies**

Students with lower skills of English speaking will be grouped with the students who have a high level of English speaking. Every students will be a part of their group roleplay and teacher should encourage students who are shy to participate in the discussion. In this way, teacher can efficiently build confidence into students.

**Follow-up Activities/ideas or next steps**

This lesson lays the foundation of higher-level training of English speaking and writing skills. After students generated a clear understanding of formal and informal language, it is relatively easily for them to identify code-switching from other perspectives.