**week1**: **Pre-assessment:**

In order to elicit prior knowledge as well, I would have students write many descriptions of addition questions from math that I provided. I would require them to do this before the first day of their class to allow me to have ample time to assess students’ level in content knowledge and language ability.

I will adopt one motivation test and one Entry-level test to find out students’ interests. I had put it on courseites.com. Based on their test results, I could get a general idea of their level on content knowledge and English proficiency. Then I will give them some vocabulary list about math operations.

My strategy is to project an interesting context and have students think about how they would work out this problem by using addition from math. In addition, ask them to describe and explain why they use the addition for solving this problem.

When listening to students’ response, it is the teacher’s responsibility to pay special attention to their sentence structures, copula verbs, vocabulary as well as the content expressions.

Then I would give them an immediate feedback; give them praise on what specific area that they do well on what specific area that they need to work on. After that, I would ask students to build a word wall with me together that students can use for future descriptions.

**Formal content and language introduction: 45 minutes**

At this point, a formal introduction of how to solve that question by multiple is been delivery. . For the first ten minutes, I will write on the board, describing the relationship between addition and multiple and I will draw pictures, use much different kind of makers on the board to make it more animated and interesting to students. Then I will use another 10 minutes for in-class exercises. Students will use 3 minutes to answer 3 basic multiple questions, then I will use seven minutes to discussed with them what is the correct answers and how to explain the works in correct sentence structures and words. Then I use another sample question to demonstrate how different sentence structures and copula verbs should be used /and what is the template of the sentence structure and what are the words that could be interchangeable to convey the meaning.

**Language activities that will build the overall multiple description ability:**

**Listening activities: 30 minutes**

In order to practice students’ listening ability of multiple, a number of activities could be selected from the list below. To start, teachers will speak several sentences that related with multiple for students to do the dictation. They are supposed to write down the multiple/works that I spoke. After that, they need to write their own expressions on how to explain the multiple. Then they need to do the self-assessment based on comparing their differences on sentence structure, copula words and vocabulary with sampler sentences that I spoke. This is a specific bottom-up listening activity.