

July 15 Lesson Plan (ESAL 0450-Group B)

Class Description

- There are 6 students (5 from China, 1 from Japan) in this advanced oral communication class.
- Students have level-four vocabulary and grammar knowledge so that they are ready to improve oral communication skills.

Terminal Objective

Students will be able to...

- Share short summaries of the video while paying attention to the use of third-person singular verbs
- Use discussion language to discuss health
- Use summarizing language to share the main ideas of a discussion
- Actively listen to their peers

Enabling Objectives

- Summarize the video with the summarizing language learned last time
- Pay attention to third-person singular verb form
- Answer discussion questions about health using language for expressing opinions
- Summarize the partner's main points in presentations
- Answer comprehension questions about peers' presentations to demonstrate active listening

Materials & Equipment

- Big Blue Button

- Microphone and webcam
- PowerPoint/PDF presentation
- Summarizing language
- Discussion language
- Pen and pieces of paper

| Procedures/Activity | What is the TEACHER doing? | What are the STUDENTS doing? |
|---|---|---|
| Introduction (3 minutes) | Hook. Present the students with a class outline. Explain that we will keep practicing the summarizing skills. | Listen to the teachers and ask questions as needed. |
| Warm-up (5 minutes) | Show a video on health. Ask students questions to summarize the video. | Watch the video and answer summarizing questions. |
| Grammar review: Third person singular (5 minutes) | Remind the students of the conjugation of third person singular verbs, and remind them not to drop the final 's'. Provide some examples of sentences using these verbs and have students practice the pronunciation. Show students a card with an 's' written on it and explain that it will be shown when they forget an 's' in their discussions and presentations. | Listen to the instructions. Unmute microphones and practice saying the example sentences. |

| | | |
|--|---|---|
| Discussion (10 minutes) | <p>Present a list of discussion questions and explain them to the students. Tell the students what they are going to do in presentations. Put students in breakout rooms for discussion. Observe and facilitate in the breakout rooms. (Questions:</p> <ol style="list-style-type: none"> 1. Do you think you are living a healthy life? Give examples. 2. What are some things that cause stress? 3. How do you deal with stress usually? 4. Some young people care very much about their health and live their lives like elders (going to bed early, eating healthy, avoiding injuries, etc.). Do you think it's good? Why? 5. Would you give up the food you like to keep healthy? Why?) | Have discussions around the questions with discussion language in breakout rooms. |
| Presentation (18 minutes) | Put the listening practice questions in the shared notes and explain the questions to the students. Start the presentations. | Turn on cameras and take turns summarizing the discussion. |
| Listening Practice and feedback for presentations (8 minutes) | Ask each of the students to answer the questions. Give some post-presentation instruction. | Answer the questions and listen to the instructions. |

| | | |
|--|---|----------------------|
| Exit Activity (1 minute) | (Questions: 1. Did Coco think she lived a healthy life? 2. What are the things that caused Baodi's stress? 3. How did Kevin deal with stress? 4. Did Issac think young people should care about their health like elders? 5. Would Shimeng give up her favourite food to keep healthy? 6. How did Ashatoshi deal with stress?) Ask the students to share one thing they do to keep healthy | Answer the question. |
| <p>Evaluation/Assessment</p> <ul style="list-style-type: none"> ● Assess the students' learning outcomes through summarizing the video in warm-up activity ● Assess the students' ability to apply the discussion language and summarizing language in their group discussions and presentations ● Assess the students' vocabulary, grammar, and pronunciation in the presentation session ● Assess the students' listening outcomes by asking them some questions about other groups' presentations | | |
| Homework None | | |