

## July 29 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 opinions while paying attention to the use of third-person singular verbs
- Use discussion language to discuss festivals
- Use summarizing language to share the main ideas of a discussion
- Actively listen to their peers

### Enabling Objectives

- Share opinions in the warm-up activity
- Pay attention to third-person singular verb form
- Answer discussion questions about festivals 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?
Hook & Introduction (1 minutes)	Ask the students to guess the discussion topic. Present the students with a class outline and objectives.	Guess the discussion topic through a picture. Listen to the teachers and ask questions as needed.
Warm-up (10 minutes)	Turn on the interactive whiteboard and have students form a circle with their cursors. Present the students with a statement/topic. Ask them to take turns expressing their opinions using the discussion language and asking the next person “what do you think?” The last person will use the summarizing language to sum up the mini-discussion. Questions: <ol style="list-style-type: none"> <li>1. What is the best season to have a festival?</li> <li>2. Agree or disagree: the best part of a festival is the music.</li> <li>3. How many festivals should you attend in a year?</li> <li>4. Agree or disagree: it is more fun to attend festivals alone than in a group.</li> </ol>	Turn on cameras and unmute microphones. Express opinions on the statements/topics and provide a summary if they are the last person in the discussion order.

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: 1. Do you enjoy celebrating festivals? Why? 2. What is your favourite festival? Tell us about it. 3. Many youngsters prefer celebrating festivals with their friends rather than family. What about you, explain your opinions. 4. Are there any new festivals that you think should be added? Why do you think so? 5. Do you think festivals should be for all ages? Why?)</p>	Have discussions around the questions with discussion language in breakout rooms.
Presentation (about 18 minutes)	<p>Put the listening practice questions in the shared notes and explain the questions to the students. Remind the students to think about their third person singular pronunciation and show them the 's' card. Start the presentations. Hold up the 's' card when needed.</p>	Turn on cameras and take turns summarizing the partners' opinions.
Listening practice & post-presentation instruction (6 minutes)	<p>Ask each of the students to answer the questions. Give some post-presentation instruction. (Questions: 1. Does Coco enjoy celebrating festivals? 2. What is</p>	Unmute microphones and answer the listening questions. Practice pronouncing the assigned words.

Exit Activity (1 minute)	<p>Issac's favourite festival? 3. What does Baodi think about celebrating festivals with friends rather than family? 4. Are there any new festivals that should be added according to Shimeng? 5. Does Kevin think that festivals should be for all ages? 6. What is Asatoshi's favourite festival?)</p> <p>Instruction: Assign each student a word to practice pronouncing. Ask all students to unmute their microphones and practice saying all of the words.</p> <p>Ask each student to use their assigned word in a sentence.</p>	Take turns using the assigned word in a sentence.
<p>Evaluation/Assessment</p> <ul style="list-style-type: none"> <li>● Assess the students' ability to apply the discussion language and summarizing language in their group discussions and presentations</li> <li>● Assess the students' vocabulary, grammar, and pronunciation in the warm-up activity, discussions, and presentations.</li> <li>● Assess the students' listening outcomes by asking them some questions about other groups' presentations</li> <li>● Assess the students' ability to correctly use third-person singular verbs throughout the class</li> </ul>		
<p>Homework</p> <p>None</p>		