

## June 10-Lesson Plan (ESAL 0450 Group B)

### Class Description

- There are 5 students 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...*

- figure out their personal strengths and the skills they want to improve (learning goals)
- improve their discussion language knowledge
- develop discussion skills and presentation skills

### Enabling Objectives

- Students share their personal strengths and learning goals
- Students learn the new discussion language list and review the one they have learned
- Students practice their discussion skills with the discussion language they have learned
- Students practice their presentation skills by presenting their opinions

### Materials & Equipment

- Big Blue Button

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

Procedures/Activity	What is the TEACHER doing?	What are the STUDENTS doing?
<p>1. Introduce the class outline and objectives and do a warm-up activity: sharing personal strengths and learning goals (5-8 minutes)</p> <p>2. Class activity: Discussion</p>	<p>1. A teacher talks about the outline and objective of the class. A teacher asks the students to share their personal strengths and learning goals for this semester.</p> <p>2. One teacher shares the screen to present the jeopardy game. Explain that</p>	<p>1. The students have been asked to think about their strengths and learning goals last time. They are going to present their thoughts in class.</p> <p>2. Students will take turns choosing questions to answer. They will turn</p>

<p>Phrases</p> <p>Jeopardy</p>	<p>the game is testing the students' ability to identify some types of discussion language: phrases for agreeing, disagreeing, expressing neutral/soft and strong opinions, asking for clarification, responding, and providing verbal feedback. Each jeopardy question is a discussion phrase, and the students must identify the type of discussion phrase. The teacher will type the 7 possible answers in the shared notes. Teacher will lead the game and get the students taking turns answering the questions. The other teacher will watch the public chat to see if students are answering the jeopardy questions or commenting there.</p>	<p>their microphones on to answer the questions.</p>
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<p>3. Instruction of the discussion language (5 minutes)</p>	<p>3. Teacher presents a list of all of the phrases that were in the jeopardy game, separated into the categories of discussion language. Teacher will review the phrases and emphasize any that were challenging in the game. If the students are very clear on this language, ask them if they know of any other phrases they can use as well. Teacher will type these phrases in the shared notes. Teacher will tell the students that they are expected to use these phrases in their group discussion, and that both teachers will be listening for it.</p>	<p>3. Students listen to the teacher's lesson and ask questions if they have any. If they have any other discussion phrases to offer, they will unmute their microphones and say them.</p>
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<p>4. Discussion session (15 minutes)</p>	<p>4. A teacher puts the discussion topic “season” in the shared notes and lists some questions around the topic. (1. What is your favourite season and why? 2. In winter, some people like to eat ice cream while some people prefer hotpot , what do you think? 3. What do you think when you think of summer and fall? 4. What is the best season in your hometown and what do you think about it? 5. What is your favorite thing to do in summer? 6. Does your hometown have a special food for any of the seasons? ) A teacher assigns the students in different breakout rooms in pairs of two to discuss the topic and take notes of their responses to their partners'</p>	<p>4. The students discuss the topic with the discussion language in groups of two or three in breakout rooms, express their own opinions, listen and respond to their partners' opinions, and take notes of their partners' opinions.</p>
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<p>5. Presentation session (12-15 minutes)</p> <p>6. Closing activity(1 minutes)</p>	<p>thoughts. The teachers go to each breakout room to listen and help.</p> <p>5. A teacher asks each student to present their partners' opinions and if they agree or not, along with the reasons.</p> <p>6. A teacher asks the students to share the sentences they found useful in discussion.</p>	<p>5. The students present their partners' ideas and their own opinions with their reasons.</p> <p>6. Students turn on their cameras and take turns sharing their takeaways from the lesson.</p>
<p>Evaluation/Assessment</p> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>● Assess the students' preparation when they share their learning goals</li> </ul>		

- Assess the students' ability to identify the types of discussion language in the jeopardy game
- Assess the students' ability to apply the discussion language in their group discussions and their presentations

#### Homework

Review the discussion language.