

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 minute)	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 ()	Show a video on health. Ask students questions to summarize the video.	Watch the video and answer summarizing questions.
Grammar review: Third person singular	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 instruction. Unmute microphones and practice saying the example sentences.

Discussion (10 minutes)	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 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		

None
