

## June 17 Lesson Plan (ESAL 0450 Group B)

<p>Class Description</p> <ul style="list-style-type: none"> <li>• There are 5 students in this advanced oral communication class.</li> <li>• Students have level-four vocabulary and grammar knowledge so that they are ready to improve oral communication skills.</li> </ul>		
<p>Terminal Objective <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use discussion-specific language to articulate their own opinions about pets and compare their ideas to others'.</li> </ul>		
<p>Enabling Objectives</p> <ul style="list-style-type: none"> <li>• Students review the discussion language</li> <li>• Students use the discussion language while having a group discussion</li> <li>• Students present their own and others' opinions, practicing presentation skills</li> </ul>		
<p>Materials &amp; Equipment</p> <ul style="list-style-type: none"> <li>• Big Blue Button</li> <li>• Microphone and webcam</li> <li>• PowerPoint/PDF presentation</li> <li>• YouTube video</li> <li>• Discussion language list</li> <li>• Pen and pieces of paper</li> </ul>		
<p>Procedures/Activity</p> <ol style="list-style-type: none"> <li>1. Objects and class outline (1 minutes)</li> <li>2. Presentation Session (10 minutes)</li> </ol>	<p>What is the TEACHER doing?</p> <ol style="list-style-type: none"> <li>1. A teacher presents the objects and the outline of the class</li> <li>2. A teacher asks the two groups to present their discussion summary which they discussed last time. A teacher listed a few</li> </ol>	<p>What are the STUDENTS doing?</p> <ol style="list-style-type: none"> <li>1. The students learn about the class outline and the objects</li> <li>2. The two groups do the presentations. Other students listen to the presentations and answer the questions afterwards.</li> </ol>

<p>3. Warm-up activity (video and small questions) (5 minutes)</p> <p>4. Reviewing (less than 5 minutes)</p> <p>5. Discussion session (15 minutes)</p> <p>6. Presentation session + questions (15 minutes)</p>	<p>questions about the presentations (1. What is Asatoshi's favorite season and why? 2. What are Coco's favorite things to do in summer? 3. Is there any special food in Isaac's hometown for any of the seasons?) for the students and they need to answer the questions after their peers' presentations</p> <p>3. A teacher asks the students the questions "Do you have any pets? What animals do you think are the best pets?" A teacher will show the students a video after the questions. <a href="#">watch</a></p> <p>4. A teacher reviews the discussion language with the students.</p> <p>5. A teacher puts the students in breakout rooms in groups. Assign presenters. Remind them to use the discussion phrases as much as they can.</p> <p>6. A teacher puts a few questions in the shared notes in advance (1. What was Kevin's idea about the best pets? 2. Did Baodi think it's</p>	<p>3. The students turn their mics on and answer the questions. The students watch the video and think about whether they agree with the ideas in the video or not.</p> <p>4. The students review the discussion language with the teacher.</p> <p>5. Students do the discussion in breakout rooms and the presenters get prepared for the presentation.</p> <p>6. The presenters present their discussion summary. Students answer the questions which were put ahead.</p>
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<p>7. Closing activity (1 minutes)</p>	<p>important for children to have animals? 3. Did Asatoshi think people have pets and why? 4. Did Issac think it's unfair to keep animals in the home 5. Did Coco think there were differences between having animals as pets and keeping animals in a zoo? 6. Did Shimeng think that any animals can be kept as pets? ). Tell the students to listen to other groups' presentations and answer the questions afterwards.</p> <p>7. A teacher asks the students if their mind has been changed by others' opinions</p>	<p>7. The students share if they changed their mind.</p>
<p>Evaluation/Assessment</p> <ul style="list-style-type: none"> <li>Assess the students' ability to apply the discussion language in their group discussions and their presentations</li> <li>Assess the students' listening outcomes by asking them some questions about other groups' presentations</li> </ul>		
<p>Homework</p> <p>None</p>		