

June 24 Lesson Plan (ESAL 0450 Group B)

<p>Class Description</p> <ul style="list-style-type: none"> 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. 		
<p>Terminal Objective <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Use discussion-specific language to articulate their own opinions about fashion and compare their ideas to others. improve summarizing skills enhance listening skills 		
<p>Enabling Objectives</p> <ul style="list-style-type: none"> Students use the discussion language while having a group discussion Students present their own and others' opinions, practicing presentation skills Students summarize their groups' opinions Students answer the questions in the listening practice 		
<p>Materials & Equipment</p> <ul style="list-style-type: none"> Big Blue Button Microphone and webcam PowerPoint/PDF presentation Discussion language list Pen and pieces of paper 		
<p>Procedures/Activity</p> <ol style="list-style-type: none"> Outline and objectives (1 minutes) Student survey (4 minutes) 	<p>What is the TEACHER doing?</p> <ol style="list-style-type: none"> A teacher presents the outline and objectives A teacher guides the students to complete a 	<p>What are the STUDENTS doing?</p> <ol style="list-style-type: none"> The students listen to the teacher and understand the class outline and objectives The students complete the survey in the shared notes.

<p>3. Warm-up & Review (10 minutes)</p>	<p>survey in the shared notes.</p> <p>3. A teacher shows some pictures of fashion accompanied by a statement. Ask the students to agree or disagree with the statement. Students cannot use the same discussion phrase as someone else.</p>	<p>3. Students turn on their cameras and agree or disagree with the statements, answering as fast as possible.</p>
<p>4. Discussion (15 minutes)</p>	<p>4. A teacher presents a list of discussion languages and explains them to the students. The teacher assigns the students the roles and puts them in breakout rooms for discussion. (discussion questions: 1. Some people think that the fashion industry has good impacts on ordinary people, do you agree or disagree? 2. Do you think fashion models enjoy their lives? Why? 3. Is fashion important in ordinary people's lives? Why or why not? 4. Do you prefer functional or fashionable clothing? Why? 5. should fashion be different between genders?)</p>	<p>4. The students have discussions around the questions with discussion languages.</p>
<p>5. Presentation & Listening practice (15 -20minutes)</p>	<p>5. A teacher puts some questions in the shared notes and asks the groups to present their discussion summary. The teacher asks other group students to listen carefully and get prepared to answer</p>	<p>5. The students present their discussion summary and answer the questions in the shared notes.</p>

<p>6. Exit activity (2 minutes)</p>	<p>the questions in the shared notes. (Questions: 1. Did Kevin think the fashion industry has good impacts on people? Why? 2. What did Issac think about fashion's importance towards people's lives? 3. Did Baodi prefer functional clothing and why? 4. What did Asatoshi think about fashion models' lives?)</p> <p>6. A teacher asks the students to share one opinion they learned newly from their classmates</p>	<p>6. Each student shares one opinion they learned newly from their peers.</p>
<p>Evaluation/Assessment</p> <ul style="list-style-type: none"> Assess the students' ability to apply the discussion language in their group discussions and their presentations Assess the students' ability to summarize opinions in the presentation session 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 		
<p>Homework</p> <p>None</p>		