

## June 29 Lesson Plan (ESAL 0450-Group B)

<p>Class Description</p> <ul style="list-style-type: none"><li>• There are 6 students (5 from China, 1 from Japan) 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</p> <p><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 food and compare their ideas to others.</li><li>• improve presentation skills</li><li>• enhance listening skills</li></ul>
<p>Enabling Objectives</p> <ul style="list-style-type: none"><li>• Students use the discussion language while having a group discussion</li><li>• Students present their own and others' opinions, practicing presentation skills</li><li>• Students answer the questions in the listening practice</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>• Discussion language list</li><li>• Pen and pieces of paper</li></ul>

Procedures/Activity	What is the TEACHER doing?	What are the STUDENTS doing?
1. Class outline and objectives (2 minutes)	1. A teacher presents the class outline and objectives.	1. The students listen to the teacher and understand the class outline and objectives.
2. Warm-up activity & Review of discussion language (10 minutes)	2. A teacher shows some pictures of food accompanied by a statement. Ask the students to agree or disagree with the statement. Students cannot use the same discussion phrase as someone else.	2. Students turn on their cameras and agree or disagree with the statements, answering as fast as possible.
3. Discussion (10 minutes)?	3. A teacher presents a list of discussion questions and explains them to the students. The teacher assigns the students roles and puts them in breakout rooms for discussion. Teachers observe and facilitate in the breakout rooms. (Discussion questions: 1. Are there any foods that you wouldn't eat as a child that you eat now? 2. Some people are concerned about daily calorie intake when choosing something to eat. Do you agree with this? Why? 3. Do you like food from other countries? If yes, which do you like the most? 4. Some people read the nutritional information on the foods they buy. Do you do that too? Why? 5. While you	3. The students have discussions around the questions with discussion languages in breakout rooms.

<p>4. Presentation &amp; listening practice (25 minutes)?</p>	<p>are living abroad, what is the food that you miss most from home?)</p> <p>4. A teacher puts some questions in the shared notes and explains the questions to the students. The teacher asks other group students to listen carefully and get prepared to answer the questions in the shared notes. The teacher asks the groups to present their opinions (about 15 minutes). The teacher asked each of the students to answer the questions (about 5 minutes). The teacher gives some post-presentation instruction (5 minutes). (Questions: 1. What is the food that Coco wouldn't eat as a child that she eats now? 2. Does Asatoshi think it's important to consider daily calorie intake when choosing something to eat? Why? 3. What is Issac's favourite food from other countries? 4. What is the food that Shimeng misses most from home? 5. What is Baodi's favourite food from other countries? 6. Does Kevin read the nutritional</p>	<p>4. The students learn about the questions they need to answer after the presentations. The students present their opinions and answer the questions in the shared notes.</p>
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5. Exit activity (5 minutes)	<p>information on the foods he buys?)</p> <p>5. A teacher asks the students to share their favourite snacks</p>	5. The students turn on the cameras and share their favourite snacks.
<p>Evaluation/Assessment</p> <ul style="list-style-type: none"> <li>Assess the students' fluency in using the discussion language in the warm-up activity</li> <li>Assess the students' ability to apply the discussion language in their group discussions and their presentations</li> <li>Assess the students' vocabulary, grammar, and pronunciation in the presentation session</li> <li>Assess the students' listening outcomes by asking them some questions about other groups' presentations</li> </ul>		
<p>Homework</p> <p>None</p>		