

## Lesson Plan for 05 August 2020

<p><b>Class Description</b>                  The class is five to six students within an Advanced Oral Communication course. They are primarily from China as well as Japan. They are studying this course in order to access university academic programming.</p>		
<p><b>Terminal Objective</b>  <i>Students will be able to...</i> recall, refresh, and reflect on learning objectives of lessons from the semester</p>		
<p><b>Enabling Objectives</b>                  Students will be able to diagnose their own pronunciation difficulties, and develop an exercise to improve upon these difficulties                  Students will compete in a conversation challenge to improve on their communicative fluency                  Students will reflect on their learning experience to appreciate their improvement as well as develop personal learning strategies for future courses</p>		
<p><b>Materials &amp; Equipment</b>                  Alphabet Aerobics: <a href="https://youtu.be/xPMO4tv-K_k">https://youtu.be/xPMO4tv-K_k</a>                  Slides: Lesson for 5 August 2020 slides</p>		
<p><b>Procedures/Activity</b> (50 minutes)</p> <p>Greetings (4 minutes) Alex</p> <p>Tongue Twisters (15 minutes) Troy</p>	<p><b>What is the TEACHER doing?</b></p> <p>T welcomes Ss to class</p> <p>T requests homework from Ss</p> <p>T plays the “Alphabet Aerobics” video                  T asks Ss what sounds in English are difficult for them - i.e. sh, th, dr, pl                  T introduces the term “tongue twister” and provides “L” and “R” examples                  T pairs Ss and gives each pair an assigned sound from the board                  T puts pairs in breakout rooms for 5 minutes to write a tongue twister                  T asks pairs to present their tongue twisters                  T provides error correction</p> <p>T asks Ss to practice                  T provides error correction</p>	<p><b>What are the STUDENTS doing?</b></p> <p>Ss prepare for class and turn on cameras                  Ss turn in homework via email or private message</p> <p>Ss watch the video</p> <p>Ss brainstorm difficult sounds</p> <p>Ss listen</p> <p>Ss practice ‘L’ and ‘R’ tongue twisters                  Ss identify their assigned sound</p> <p>Ss write a tongue twister</p> <p>Ss write their tongue twisters in the Shared Notes and present them orally.                  Ss practice each tongue twister and decide which</p>

<p>Conversation Challenge (15 minutes) Alex</p>	<p>T asks Ss to recall the topics of the lessons so far - with pictures as clues T puts Ss in pairs and explains the game - have the longest conversation T assigns topics and gives a minute to think quietly T calls on each pair in turn to have a conversation T times conversations and stop them when paused for more than 5 seconds or reach 5 minutes T assigns new topics for second round T announces a winner</p>	<p>was easiest and hardest. Ss recall and list the topics from previous lessons Ss listen Ss think about their assigned topic Each pair carries on a conversation Ss complete a second round</p>
<p>Impromptu Speech Challenge (15 minutes) Troy</p>	<p>T asks Ss to do a “speech” explaining to future Ss why they should take this course T moves both pairs into breakout rooms to prepare this speech Ts assigns roles in each pair for presentations T calls on pairs to present T asks Ss for feedback</p>	<p>Ss work on speech to give to the other group Ss speak on why others need to take this class Ss comment on others’ presentation</p>
<p>Goodbyes (1 minute) Both</p>	<p>Ts thank Ss for their participation - provide email addresses</p>	
<p><b>Evaluation/Assessment</b> Accurate production of ‘L’ and ‘R’ sounds; accurate production of other difficult sounds Use of discussion language to facilitate interaction Use of discussion language to express opinions Critical self-reflection of learning experience</p>		
<p><b>Homework</b> No homework. Final Class!</p>		