

## Speaking Lesson #5

### Class Description

This class is a mixed level speaking lab, most of the students are level three and one is in level one. The class has 5-7 students. The students come from different cultural backgrounds.

### Terminal Objectives

*Students will be able to...*

Speak fluently in a small group about tourism and travel. Students will be able to discuss amongst each other their opinions about various places after watching a video.

The goal of the lesson is to encourage the students to talk with one another and have meaningful discussions with minimal teacher intervention.

### Enabling Objectives

*Students will be able to...*

Watch a video based on travel and have a discussion with peers about it.

Students can fill the role assigned in class and assist in leading the class.

Students can answer various informal and formal questions posed by teachers and peers.

Make a choice and back up their response with their opinion quickly.

### Materials & Equipment

- Powerpoint
- CNN Travel video

<https://www.cnn.com/travel/article/places-to-visit-2020/index.html>

<b>Procedures/Activity (include timing)</b>	<b>What is the TEACHER doing?</b>	<b>What are the STUDENTS doing?</b>
Introduction (5 min)	Teacher B welcomes students to class and asks them how they are. Teacher B goes over the agenda for the day. While Teacher B welcomes students verbally Teacher A welcomes them in the public chat.	Students respond to teacher B.
Warm-up Activity: Four Corners (15 min)	<p>Teacher A explains warm-up activity to the students. Teacher A tells the students that there will be four different travel destinations on the screen. The interactive white board will be turned on and then the students must move their name to the place they want to visit most. Each student is then given 30 seconds to explain why they want to go there. Teacher A will call on students to speak.</p> <p>Teacher A turns on the white board and shows students that their names appear on the screen and they can move.</p> <p>There will be two “rounds” of the warm-up.</p>	<p>Students will listen to the teacher A. Students will keep cameras off. Students will move their names around on the interactive white board and pick one place they would like to visit. Each student then gets 30 seconds to explain why they want to visit the place they picked. The teacher will call on students to speak. Students will do this twice.</p>
Main Activity (25 min)	Teacher B introduces the activity, describes the	Students will listen to teacher B explain the activity. Students will ask

	<p>discussion leader role and assigns the role to a student. Teacher B tells students that we will be watching a video and that during the video we want them to think about where they would like to travel. Teacher B tells the students that after the video we will be having a class discussion. Teacher B tells the students that it is important that everyone talks during the discussion. Teacher B plays the video (5 minutes).</p> <p><a href="https://www.cnn.com/travel/article/places-to-visit-2020/index.html">https://www.cnn.com/travel/article/places-to-visit-2020/index.html</a></p> <p>While the video plays Teacher A puts the list of destinations in the shared notes to help students during the discussion.</p> <p>After the video plays Teacher B asks students to turn their cameras and tells students that there is some vocabulary in the shared notes to help them during the discussion. Teacher B asks what they thought of the video.</p> <p>Teacher A goes over the discussion questions and reminds the discussion leader of their responsibilities. Teacher A reminds students that they all</p>	<p>questions about their roles. Students will watch the video.</p> <p>Students turn their cameras on and tell the teacher what they thought of the video.</p> <p>With their cameras on students will discuss the video using the questions to help guide the discussion. Students will be in their roles. The discussion leader will read the</p>
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	<p>must talk during the discussion. Teacher A tells the students they have 10 minutes to discuss. Teacher will give a warning when eight minutes have passed.</p> <p><b>IF TIME:</b></p> <p>Teacher A asks students to create their own questions and gives them 2 minutes for this. Teacher A assigns an order in which students will ask questions. The class is given one minute to answer each question.</p>	<p>questions and encourage students to talk if it gets quiet.</p> <p>Students will create questions to ask class and ask peers.</p>
<p>Exit Card: (5 min)</p> <p>What is the favorite place you have travelled to?</p>	<p>Teacher A tells the students that before they leave they must answer the exit card, "What is the favorite place you have travelled to?"</p> <p>Teacher B says goodbye to students in the public chat.</p>	<p>Students will answer the exit card, before signing out.</p>
<p><b>Evaluation/Assessment informal and/or informal)</b></p> <p>Informal assessment. Each teacher will have a list of student names and marks when each student participates.</p>		

## Homework

No Homework.

<https://www.cnn.com/travel/article/places-to-visit-2020/index.html>

Ideas:

- Watch video + ask their thoughts on it + flip slide to next slide so they can see our questions + ask the students to come up with questions to ask one another(give 2 minutes)
- Do you think we have time for students to come up with their own questions?
- Order for asking class questions (Liz, Vicky, Evan, Hiro, Nadia)
- Stress that we may not have time for all of them if it looks like time is running out.
- Order for roles:
  - Week 5: Nadia (obs 1)
  - Week 6: Vicky
  - Week 7: Evan
  - Week 8: Liz
  - Week 9: Hiro (obs 2)
  - Week 10: Last week- fun day no leader?
- I edited the powerpoint to the corrections she made but didn't change the roles or anything
- I changed the powerpoint so it is just one role and described it and put the order of roles.