

Speaking Lesson #2

Class Description

This class is an online level three speaking lab. The class has five adult students from various cultural and social backgrounds.

Terminal Objective

Students will be able to...

Discuss among peers and teachers in a casual form as well discuss more serious topics related to racism and protesting.

Enabling Objectives

Students will read a question and verbally answer it.

Students will be able to listen to peers talk about various topics and verbally ask appropriate questions.

Students will be able to read an article on racism and protests and discuss with their peers their opinions and answer questions based on the article.

Materials & Equipment

- Questions for warm-up activity
- Article <https://www.newsintlevels.com/products/minneapolis-protests-level-1>
- Powerpoint

Procedures/Activity	What is the TEACHER doing?	What are the STUDENTS doing?
Introduction (5 minutes)	Teacher B will welcome the Students to class as they log in and ask how they are doing. Teacher B asks students to please mute their microphones when the teachers or other students are talking. Teacher B will go over the agenda for the day.	Students will respond to teacher B and listen to the agenda.
Warm up activity: Private Questions (15 minutes)	Teacher A will explain the activity while Teacher B privately messages each student a question. Teacher A has each student read aloud their question one by one and answer it. The students not reading the question must ask the student presenting one question relating to the presented question. Teacher B monitors the public chat.	Students are listening to the explanation by the teachers. They will read their question out loud and verbally answer. Students will each ask one another a question based on their answer.
Expressing opinions lesson (5 minutes)	Teacher B provides a short explanation on how to express opinions. Teacher A monitors the public chat.	Students will be listening and taking notes on how to express opinions.

<p>Newspaper activity: Protests in Minneapolis</p> <p>(25 minutes)</p>	<p>Teacher B will paste the protest article into shared notes. Teacher A will introduce the topic. Teacher A will introduce the challenging vocabulary and ask students what they think they mean. Teacher A will read the article out loud. Teacher A will then ask the students what the vocabulary words mean from the context of the article. Teacher A will go over the definitions and then introduce the discussion questions. Teacher A reads the article one more time, asking the students to think about the discussion questions.</p> <p>Teacher B facilitates a discussion about the article using the questions.</p>	<p>Students will tell the teacher what they think the vocabulary words mean. Students will then listen to teacher A read the article, listening for the vocabulary words. Students will then tell teacher A what the vocabulary words mean in the context of the article. Students will read the discussion questions and listen to teacher A read the article once more. Students will then have a class discussion facilitated by teacher B. The class discussion will be centred around the discussion questions.</p>
<p>Extra Activity: Just a Minute</p> <p>(10 minutes)</p>	<p>Teacher A will go over instructions for the game and go over the words given. Teacher B will call on students to talk and facilitate the discussion.</p>	<p>Students choose a word on the list provided in the powerpoint. Students will spend one full minute talking about their word. Students listening will either ask one question or give an opinion statement based on their discussion.</p>

<p>Closure</p> <p>(5 minutes)</p>	<p>Teacher A will monitor the chat and time the talking.</p> <p>Teacher B will close the class, quickly recapping what was discussed. Teacher B will go over homework. Teacher A will monitor the chat. Teacher A will go over the Exit Card for the day, "What is your opinion about today's class? Did you learn anything new?"</p>	<p>Students will listen to teachers close the class. Students will write down their homework. Students will have an opportunity to ask any question about the lesson or the homework. Students will answer an exit card before leaving.</p>
<p>Evaluation/Assessment</p> <p>The class will be informally assessed based on their discussion in class</p>		
<p>Homework</p> <p>Students will prepare a two minute informal presentation on something they find interesting about their country's history.</p>		

Article:

Police in Minneapolis, US, stop a black man. They make the man lie on the ground. One officer puts his knee on the man's neck. The man says that he cannot breathe.

However, the officer keeps his knee on the man's neck for seven minutes. The man stops talking. An ambulance takes the man to hospital. Doctors say that the man is dead.

The four police officers lose their job. However, people are not happy. People say that the officer kills the man.

Similar **incidents** happen in the past. People in Minneapolis get very angry. They start to protest before a police station. People set fire to stores. People take things from stores. The police must use **tear gas** and **plastic bullets** to stop the protesters.

<https://www.newslevels.com/products/minneapolis-protests-level-1/>

Questions for warm-up activity:

1. What is your favourite sport?
2. What is your dream job?
3. Do you prefer winter or summer?
4. What is your favourite TV show?
5. What is your favourite thing to eat?
6. What is the best book you have read?