

<p align="center">Class:</p> <p align="center">ESAL 0350/0450 Oral Communication</p>	<p align="center">Topic:</p> <p align="center">Giving Opinions, Disagreements and Reasons</p>	<p align="center">Date:</p> <p align="center">June 7, 2021</p>
<p>Terminal Objective: By the end of the lesson, the students will be able to express opinion, to agree and/or disagree with other’s opinions and give a reason why they agree or disagree.</p>		
<p>Enabling Objective:</p> <ul style="list-style-type: none"> • The students will be able to listen to other people’s opinions, agreements and disagreements and recognize what the opinion or disagreement was. • The students will be able to listen to/read a statement, verbalize whether they agree or disagree and provide a reason why. 		
<p>Materials & Equipment:</p> <ul style="list-style-type: none"> • Power Point presentation • ‘Giving Opinions’ video on YouTube <p>https://www.youtube.com/watch?v=shEgroUQ8Bo</p>		
<p>Activity:</p> <p>-Intro to ‘Debate Club’ and the plan for the lesson (5min)</p> <p>-Name the statement (5min)</p> <p>-Explanation of opinion phrases, for and against (8min)</p> <p>-Opinion practice (10 min)</p>	<p>What is the TEACHER doing?:</p> <p>-Verbally explain to the student while showing Power Point presentation</p> <p>-I will show the slide with the words opinion, agreement and disagreement</p> <p>-I will ready a statement verbally</p> <p>-Show presentation slides for giving an opinion, agreeing and disagreeing and read the phrases out loud</p> <p>- Ask students to verbally provide an example for each phrase</p> <p>-Ask students what other phrases they can start an opinion with and other words to use than “because” – write them on slide using interactive whiteboard</p> <p>-Show the students statements that compare two things</p> <p>-Create a poll to separate students for or against the first statement given</p>	<p>What are the STUDENTS doing?:</p> <p>-Listening and reading off the slide presentation</p> <p>-Using the interactive whiteboard, students will circle if the statement is an opinion, agreement or disagreement</p> <p>-Listening and reading off the slide presentation</p> <p>-Students provide examples of phrases to begin an opinion, agree or disagree with or words to use when giving a reason</p> <p>-Students use one of the opinion phrases given to verbally say whether they agree with the statement on the slide or not and why</p>

<p>-Giving opinion video (5min)</p> <p>-Review questions from video (5min)</p> <p>-Breakout rooms (10min)</p> <p>-Answering the questions as a group (10min)</p> <p>If time, breakout rooms (5min)</p> <p>-Homework</p>	<p>-Call on students individually to give their opinion -Repeat poll and calling on students for second statement</p> <p>-Upload the video and play -Play again for extra listening</p> <p>-Show slide with the questions to be answered and read them aloud -Ask students if any vocab needs clarification</p> <p>-Create pairs for breakout rooms -Explain that students should take turns reading the questions and answering -Tell students that they will be answering the questions as a group when back together again</p> <p>-Read out the questions and call on pairs to share orally the answers they shared</p> <p>-Ask students what their favourite country to live in would be and why</p> <p>-Show homework slide and read out loud -Ask for any questions</p>	<p>-Students will watch the video and listen for the opinions given</p> <p>-Students will listen to the questions being read out loud and follow along on the slide</p> <p>-In the breakout rooms, pairs will answer the questions together</p> <p>-Students will verbally answer the questions for the group</p> <p>-Students will discuss in the breakout rooms what country they would live in and the reasons why</p> <p>-Students will listen and read off the slide -Students will ask any questions verbally or in chat</p>
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Evaluation/Assessment:

- The students will demonstrate their ability to give an opinion orally
- The students will demonstrate if they can identify an opinion, agreement or disagreement

Homework:

Students will create a Speaking Journal to say what country would be the best to live in and give three reasons why. The journal is too be uploaded to Moodle by the next class, June 14

<p>Class:</p> <p>ESAL 0350/0450 Oral Communication</p>	<p>Topic:</p> <p>Opinions, Persuasion and Reasons</p>	<p>Date:</p> <p>June 14, 2021</p>
<p>Terminal Objective: By the end of the lesson, the students will be able to express opinion and persuade others with reasons to agree.</p>		
<p>Enabling Objective:</p> <ul style="list-style-type: none"> • The students will be able to listen to other people’s opinions and give their own opinion. • The students will be able to use persuasive language to change a classmate’s opinion. 		
<p>Materials & Equipment:</p> <ul style="list-style-type: none"> • Power Point presentation • “Speaking Gambits and Situations” 		
<p>Activity:</p> <p>-Welcome and attendance (5 min)</p> <p>-Intro to the plan for the lesson (2min)</p> <p>-Persuasion Language and Adjectives (8min)</p> <p>-Speaking Gambits & Situations Q1 (5min)</p>	<p>What is the TEACHER doing?:</p> <p>- I will ask the students to turn on their mics when I call their name</p> <p>- I will call each student’s name and ask them what the country was they chose for their homework about where they would like to live in</p> <p>-I will show the slide with the plan for the lesson and will read the outline out loud</p> <p>-Verbal review of last week’s lesson</p> <p>-Show the slide with adjectives</p> <p>-Ask the students which of the pair of words is more powerful/descriptive</p> <p>-Show the next slide with only one set of words</p> <p>-Ask the students to turn on their mic and give an example of a more descriptive or powerful synonym</p> <p>-I will type the alternative words the students say onto the slide</p> <p>-Using screen share, I will show the students how to find the link to the worksheet on the Moodle site</p> <p>-I will verbally read the task for the first question and explain to the students what they are to do</p>	<p>What are the STUDENTS doing?:</p> <p>-Student’s will turn on their mic to say the country name</p> <p>-The students will listen and read along on the slide</p> <p>-Listening and reading off the slide presentation</p> <p>-Using the interactive whiteboard, the students will circle the word in the word pair that is most powerful/descriptive</p> <p>-For the second slide, students will turn on their mic and say another word that is more powerful</p> <p>-Students will access their own Moodle to find the assignment</p> <p>-Students will download the assignment</p> <p>-Students will ask any questions if needed</p>

-Breakout Rooms (groups of 3) (5min)	-I will ask the students if they have any questions -I will create the breakout rooms for groups to role play the situation -I will check in the breakout rooms to see that students are following the task	-Students will take turns giving reasons why their friends should listen to their opinions
-Main room review (5min)	-I will ask each group to turn on their mic and share what reasons their group had given and if they were able to persuade the “friend”	-Students in each group will say the reasons they gave and if they could persuade the “friend”
-Speaking Gambits & Situations Q2 (5min)	-I will screen share the worksheet and explain the second question and task for the students -I will ask the students if there are any questions	-Students will listen and read off the slide -Students will ask if they have any questions
-Breakout Rooms (groups of 3) (5min)	-I will create the breakout rooms for groups to role play the situation -I will check in the breakout rooms to see that students are following the task	- Students will take turns giving reasons why their friends should listen to them
-Main room review (5 min)	-I will ask each group to turn on their mic and share what reasons their group had given and if they were able to persuade them	-Students in each group will say the reasons they gave and if they could persuade the “friend”
-Homework (2min)	-Show homework slide and read out loud -Ask for any questions	

Evaluation/Assessment:

- The students will demonstrate their ability identify adjectives
- The students will demonstrate the use of persuasive language in groups

Homework:

Students will use the internet to find two pieces of information about Northern Canada in January to share with a small group during next class

<p align="center">Class:</p> <p align="center">ESAL 0350/0450 Oral Communication</p>	<p align="center">Topic:</p> <p align="center">Team Persuasion</p>	<p align="center">Date:</p> <p align="center">June 21, 2021</p>
<p>Terminal Objective: By the end of the lesson, the students will be able to discuss a situation and persuade other in their group to agree with their decisions.</p>		
<p>Enabling Objective:</p> <ul style="list-style-type: none"> • The students will be able to listen to other people’s opinions and give their own opinion. • The students will be able to give reasons why others should agree with them. 		
<p>Materials & Equipment:</p> <ul style="list-style-type: none"> • Power Point presentation • “Survivor” • Kahoot game 		
<p>Activity:</p> <p>-Welcome and intro to the plan for the lesson (2min)</p> <p>-Breakout room (5min)</p> <p>-Survivor (5 min)</p> <p>-Breakout Rooms (groups of 5) (10min)</p>	<p>What is the TEACHER doing?:</p> <p>-I will show the slide with the plan for the lesson and will read the outline out loud -I will verbally review last week’s lesson</p> <p>-I will create breakout rooms for the students to share what information they found about Northern Canada</p> <p>-I will show the slide that explains the group survivor game -I will explain the game to the students -I will ask for any questions</p> <p>-I will create the breakout rooms for the groups to play the game -I will check in the breakout rooms to see that students are following the task -I will copy and paste the list of items into each team’s shared notes to be put in order in the breakout rooms</p>	<p>What are the STUDENTS doing?:</p> <p>-The students will listen and read along on the slide</p> <p>-Students will take turns sharing the information they found with their group members</p> <p>- The students will listen and read along on the slide -Students will ask any questions if needed</p> <p>-Students will work together to complete the task -Students will give their opinions and reasons to persuade their teammates to agree with their choices</p>

<p>-Main room review (10min)</p> <p>-Kahoot (5min)</p> <p>-Wrap-up (5min)</p>	<p>-I will ask each group to record the item orders to be put into shared notes when back in the main room</p> <p>-I will ask the students to place the order of their team's items in shared notes</p> <p>-I will share the slide that shows the points for each item in order and reasons why the items are listed as are</p> <p>-I will screen share the Kahoot game</p> <p>-I will show the final slide and ask the students to turn on their mic or post in public chat something they learned or something they liked about Debate Club</p>	<p>-Students will record the order of items to be shared back in the main room</p> <p>-Students will put the items in order into shared notes</p> <p>-Students will listen and read off the slide</p> <p>-Students will play the Kahoot game on their own devices</p> <p>-The students will verbally or through the chat box share something they learned or something they liked</p>
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Evaluation/Assessment:

- The students will demonstrate the use of persuasive language in groups
- The students will play a Kahoot game
- The students will share what they learned, liked or had hoped to have done in the lessons

Homework:

No homework