

Lesson Plan for 29 July 2020

Class Description

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.

Terminal Objective

Students will be able to... use functional language to request service, assistance, or accommodations.

Enabling Objectives

Students will brainstorm requests they might make in their experience at university
 Students will identify definitions for vocabulary terms used in student requests
 Students will express, respond to, and resolve requests
 Students will role-playing requests for campus services, assistance, and accommodations.

Materials & Equipment

PowerPoint presentation - <https://docs.google.com/presentation/d/1-HXWrt3qmNVl9XwVyQl5KW2cJSOFsxxgMGYgh5yBAsQc/edit?usp=sharing>
 Dialogues and Role-Play modelled from ESL Library, "Making a Complaint" - <https://www.esllibrary.com/courses/92/lessons/2453>

| Procedures/Activity (50 minutes) | What is the TEACHER doing? | What are the STUDENTS doing? |
|---|--|--|
| Greetings (2 minutes) Alex | T welcomes Ss to class | Ss prepare for class and turn on cameras |
| Brainstorming Tasks at University (6 minutes) Alex | T will pose the brainstorm topic - will provide examples if needed | Ss will think about tasks that they need help to complete on campus |
| Vocabulary Match (10 minutes) Troy | T presents a list of terms and a list of definitions T asks Ss to match each term with a definition T announces winner | Ss use the interactive whiteboard to indicate a definition for each term - earn points for identifying correct definition |
| Making Requests Explanation (2 minutes) Alex | T presents the elements of a successful request | Ss listen |
| Making Requests Dialogues (15 minutes) Alex and Troy | T introduces the exercise T assigns Ss to groups T provides dialogues in the Shared Notes T provides error correction Other T readies Study Room D | Ss move to Study Rooms Ss practice the given dialogues and the gap-fill variations in pairs Ss create a dialogue from the given scenario |

| | | |
|---|---|---|
| Making Requests Role Play (10 minutes) Alex and Troy | T reconvenes the class T calls on each group to perform the dialogue they created T asks other group comprehension questions T provides error correction | Ss perform the dialogue they created Ss answer comprehension questions |
| Student Feedback (5 minutes) Alex (survey) Troy (homework) | T provides the survey form in Shared Notes T demonstrates how to participate in the survey T assigns homework | Ss will provide feedback using the Shared Notes |
| Evaluation/Assessment Ss will be assessed on expressing / responding to a request Ss will be assessed on offering / taking assistance (including exchanging information) Ss will be assessed on using polite language Ss will be assessed on using appropriate language for the scenario Ss will be assessed on control of grammatical structures | | |
| Homework Write a brief review of the experience with the student-teachers over the past nine weeks. (4-5 sentences; submit next class) | | |

Dialogue 1: A Request at the Campus Cashier

Practice making this request with your partner:

Student: Hello!

Cashier: Hi, how may I help you today?

Student: I would like to pay my tuition fees please.

Cashier: Okay, please provide your student identification and payment.

Student: No problem. Here you go.

Cashier: Thank you. Your fees are now paid.

Student: Thank you for your help. Goodbye.

More Requests of the Cashier

Here are a few other requests you may need to make at the Campus Cashier:

- Check my account balance
- Get a refund

*Fill in the dialogue below with your partner to request your **account balance**:*

Student: Hello!

Cashier: Hi, how may I help you today?

Student: I would like to _____ please.

Cashier: Okay, please provide your student identification.

Student: _____. Here you go.

Cashier: _____. Your _____ is \$ _____.

Student: Thank you for your help. _____.

Suggested terms:

- check my account balance
- No problem
- Thank you
- account balance
- 1000
- Goodbye

*Fill in the dialogue below with your partner to request a **refund**:*

Student: _____!

Cashier: Hi, _____ today?

Student: I _____ to get a refund _____.

Cashier: Okay, _____ provide your student identification.

Student: _____. _____.

Cashier: _____. You are eligible for a _____ of \$ _____. Do you want to receive it now?

Student: Yes, _____.

Cashier: Of course. Here is your refund.

Student: _____.

Suggested terms:

- Hello!
- how may I help you
- would like

- please
- No problem. Here you go.
- Thank you
- refund
- 1000
- Thank you for your help. Goodbye.

Dialogue 2: A Request at the Academic Advisor

Practice making this request with your partner:

Student: Hello, are you free right now?

Advisor: Yes, come in! How may I help you today?

Student: Could you help me choose my courses please?

Advisor: Of course. What program and year are you in?

Student: I am in the first year of the Bachelor of Business Administration.

Advisor: How many courses do you want to take?

Student: I want to take five courses please.

Advisor: Very good. Here are my recommendations.

Student: This looks good. Thank you for your help.

Advisor: You're welcome. Have a nice day.

More Requests of the Academic Advisor

Here are a few other requests you may need to make at Academic Advising:

- Change a course section
- Get information on program requirements

*Fill in the dialogue below with your partner to request a **course section change**:*

Student: _____, are you free right now?

Advisor: Yes, come in! How _____ today?

Student: _____ change one of my courses please?

Advisor: Of course. Which course do you want to change?

Student: I want to switch to section 2 of ESAL 0450 _____. It fits my schedule better.

Advisor: Very good. It looks like there is room. Your registration has been updated.

Student: _____ for your help.

Advisor: You're welcome. _____.

Suggested terms:

- Hello!
- how may I help you
- could you help me
- please
- No problem. Here you go.
- Thank you
- Have a nice day.

*Fill in the dialogue below with your partner to request **information on program requirements**:*

Student: _____, _____ right now?

Advisor: Yes, come in! _____?

Student: _____ find information on program requirements _____?

Advisor: Of course. What program do you want to know about?

Student: I _____ the Master of Business Administration _____.

Advisor: _____. Here is the program guide with all the information.

Student: This is very useful. _____.

Advisor: _____. _____.

Suggested terms:

- Hello
- are you free
- How may I help you today
- Could you help me
- please
- want to know about
- Very good
- Thank you for your help
- You're welcome. Have a nice day.

Dialogue 3: A Request of Your Professor

Practice making this request with your partner:

Student: Excuse me, Professor. Can I ask you a question?

Professor: Yes, what do you need?

Student: Would it be possible to get an extension on the due date for the essay?

Professor: I may be able to help. Why do you need an extension?

Student: My mother has been ill, and I am taking care of her.

Professor: I'm sorry to hear that. Will three more days be enough to complete the essay?

Student: Yes, thank you. I appreciate it.

Professor: Of course. See you next class.

More Requests of Your Professor

There are other requests you may need to make of your professor:



Create a dialogue to request a **rescheduled exam** using the structure/ information below:

- Exchange polite greetings
- Student makes request
- Professor asks for reason
- Student provides reason - student has another exam on the same day
- Professor offers to reschedule two days earlier
- Student agrees politely
- Exchange polite goodbyes




Soliciting ESAL 0450 Students' Feedback on Classroom Activities

Place an '!' beside the answer that reflects how you feel about each question below:





Were the class activities interesting?

- 
- 
- 
- 





Were the class activities useful?

- 
- 
- 
- 



Were **Alex's** instructions clear?

- 
- 
- 
- 

Were **Troy's** instructions clear?

- 
- 
- 
- 

Did **Alex** help you fix your errors and improve?

- 
- 
- 
- 

Did **Troy** help you fix your errors and improve?

- 
- 
- 
- 

Provide a short answer to each question below:

What was your **favourite** thing about this class?

-
-
-
-
-

What was your **least favourite** thing about this class?

-
-
-

Place an '!' beside the answer that reflects how you feel about each question below:

Were the class activities interesting?

- 😄 !! !
- 😊
- 😐
- 😞

Were the class activities useful?

- 😄 !! !
- 😊
- 😐
- 😞

Were **Alex's** instructions clear?

- 😄 !! !
- 😊
- 😐
- 😞

Were **Troy's** instructions clear?

- 😄 !! !
- 😊
- 😐
- 😞

Did **Alex** help you fix your errors and improve?

- 😄 !!!
- 😊
- 😐
- 😞

Provide a short answer to each question below:

What was your **favourite** thing about this class?

- team works
- have many practices
- have many fun activities
-
-

What was your **least favourite** thing about this class?

- Nothing
- Nothing
- Nothing
-