

实用交际英语口语 5

Practical Oral English Communication

PART II GROUP DISCUSSIONS

UNIT TWO SOCIAL ISSUES

1. Teaching Objectives

Students will be able to

- 1) Put into practice the general principles and strategies of group discussion;
- 2) participate in group discussion;
- 3) talk about social issues.

2. Pre-requirements

Students should have

- 1) listened to the CRI round-table talk “Vocational education becoming a better choice” and thought about the new trend.
- 2) read the two passages in “Part I Read and Think”;
- 3) watched the two videos in “Part II Listen and See”.

3. Highlighted Form of Communication

Group interaction

4. Teaching and Drilling Methods

Creative group work

5. Teaching Plan in Steps

- 1) Warming-up performance from students:

Role play “English at University” Episode 5: at the Registration Office

Ask other students to evaluate the performance, noting:

Has the show been comprehensible to you?
Are the performers interacting with each other?
Are the performers fluent in their lines?

2) Watch and brainstorm

➤ video: Chinese green card

(from *China Plus News*)



Steps:

- a. Play the video;
- b. Ask students to report on what they heard from the video;
- c. Have students talk in groups of three or four:
 - ✧ What are the factors that attract foreigners to apply for Chinese green cards?
 - ✧ How would you introduce China's green card policy to a foreign friend who might be interested in applying?

3) Family meeting

Purpose: to solve a problem through group discussion

Scenario: The younger kid of the family qualifies for an average high school after his/her high school entrance examination, but he/she insists on going to a vocational school instead. The parents, the kid, and an older sibling are to have a family meeting to get the matter resolved.

Steps:

- a. Ask students to report on what they heard from the CRI round table discussion "vocational education becoming a better choice" (assignment from last week);
- b. Ask individual students for their personal opinions;
- c. Ask students to form groups of four. They are to have a family meeting based on the imagined scenario;

☺ Recommended perspectives:

positioning of vocational education, traditional understanding, prejudice, job prospect, income, career path, job competitiveness...

d. A representative from each group reports on the discussion they just had and their conclusion;

e. Students evaluate their group member's performance with the help of the following rubric.

Objective	Criteria		
	4 Exemplary	3 Accomplished	2 Developing
Concentration	Student is never distracted and stays on task all of the time.	Student is rarely distracted and stays on task most of the time.	Student is occasionally distracted and stays on task some of the time.
Level of Engagement	Student effectively contributes to the group. Frequently initiates dialogue and motivates group discussion by providing feedback to other students' ideas, asking follow-up questions, and through thoughtful, reflective comments. Respectfully encourages a variety of viewpoints and invites contributions from others.	Student contributes to the group. Often attempts to direct group discussion to present relevant viewpoints and meaningful reflection by others. Interacts respectfully with other students.	Student somewhat contributes to the group but the focus is generally on own ideas. Occasionally interacts with others' ideas but little attempt to involve other students in the discussion.
Listening Skills	Student listens when others talk and incorporates or builds off of the ideas of others.	Student listens when others talk.	Student does not listen when others talk.
Behavior	Student almost never displays disruptive behavior during group meetings.	Student rarely displays disruptive behavior during group meetings.	Student occasionally displays disruptive behavior during group meetings.
Preparation	Student is almost always prepared to meet with group members and ready to share his research and findings to the group.	Student is usually prepared to meet with group members and ready to share his research and findings to the group.	Student is rarely prepared to meet with group members and ready to share his research and findings to the group.
Comments			

4) Starting a Business (creative group work)

Purpose: to learn to express one's will, including advising, persuading, encouraging, warning, etc.

Scenario: Suppose student A is a student entrepreneur who wants to start his/her own business. Student B is a really supportive friend who tries to encourage A in every way, while student C is a very cautious friend who reminds the other two of all possible risks and problems.

Steps:

- a. Ask students to form groups of three;
- b. Each group has a thorough discussion and work out a business plan.
- c. The entrepreneur (student A) reports the refined plan to the class and get feedback.
- d. The class votes for the idea most likely to succeed.

☺ Recommended expressions to encourage people:
I'll support you either way.
I'm behind you 100%.
It's totally up to you.
It's your call.
Give it a try.
Go for it.
It's worth a shot.
What are you waiting for?
What do you have to lose?

6. Homework

1) Group Work: A Community Meeting

Suppose you are bothered by the “square dance” every evening in your neighborhood. However, those who dance there think it is their right to enjoy themselves in the public space. Now the residents’ committee has organized a face-to-face meeting between the dancers and the complainers. Please have a talk and work out a solution that is acceptable for both parties.

- 2) Students should select and download a photo or a cartoon picture of a famous person, which they will bring to class next week.
- 3) Students should read the two passages in “Part I Read and Think” from next unit.
- 4) Students should watch the two videos in “Part II Listen and See” from next unit.
- 5) Students should read sample dialogue “At a Railway Station”.

