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| Speaking Lesson Plan | | | |
| Title: Debating \_Gay Couples to Marry | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Mino | advanced | 12 adults | 50 mins |
| Materials: 12 copies of **Worksheet A** (three topics for pre task)  12 copies of **Handout A** (debating-related expressions for task preparation)  12 copies of **Handout B** (topic-related words/ topic-related key issues for task preparation)  12 copies of **Worksheet B** (checking worksheet between pros and cons for post task) | | | |
| Aims: To raise awareness of the importance of logical and effective speaking  To produce chances of setting forth opinions in a logical manner  To teach expressions and words appropriate for formal debating | | | |
| Language Skills: Speaking: Ss participate in the debating of a given topic.  Listening: Ss listen to others insisting their own opinions.  Reading: At the end of the class, Ss read articles related to the given topic, distributed by the teacher.  Writing: Ss make a rough draft on what they are thinking before the debating starts. | | | |
| Language Systems: Phonology: listen to the expressions the teacher delivers and other students’ stating their own opinions  Lexis: learn new words and phrases  Grammar: create sentences that can well deliver what they are thinking  Discourse: engage in several sessions of group discussion  Functions: debating, describing, explaining, insisting, opposing, arguing | | | |
| Assumptions: Ss are all adults, some of them parents, so they might be interested in the prepared topics.  Ss are at an advanced level, so they might have a word knowledge base enough for the debating of a given topic. | | | |
| Anticipated Errors and Solutions: Ss show no interest in the given topic.   * Change the topic, or give more knowledge and real-life experiences that can spark their interest further.   Ss seem to feel difficult in delivering what they are thinking logically and effectively   * Give more expressions that are frequently used during the debating and help them repeat until they get familiar with them. | | | |
| References: www.Britishcouncil.org  http://idebate.org/debatabase | | | |
| Notes: | | | |

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| Pre Task | | | |
| Title: Pre debating Description  Debate about more than two topics | | Aims:To prepare Ss for the main debating, and raise awareness about what they don’t know, especially expressions and words required for a formal debating | Materials: **Worksheet A** |
| Time | Set Up | Students | Teacher |
| 6 mins  4 mins | Group of 6  Whole class | Ss divided in two groups of 6 practice delivering their opinions about one of the given three topics, choosing their sides between pros and cons.  Ss present which topic they chose; which person chose pros and which cons; and which expressions and words they felt difficult in expressing during debating. | Introduce today’s aim of becoming more effective speaker through debating.  Distribute one piece of **Worksheet A** per person and let them choose one out of the given three topics. Focus on necessary expressions required for debating but which they don’t know.  Elicit Ss say they felt some difficult in expressing what they think logically and effectively using appropriate debating-related expressions and words. And spark Ss’ interest in learning basic debating-related expressions. |
| Notes: | | | |

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| Task Preparation | | | |
| Title: The learning of necessary expressions | | Aims:To help Ss prepared for the main debating through the learning of necessary expressions and words | Materials: **Handout A**  **Handout B** |
| Time | Set Up | Students | Teacher |
| 3 mins  7 mins | Group of 6  Whole class | Have a brief brainstorming about required debating-related expressions and some words relevant to the given topic (marriage of gay couples)  Present their brainstorming result and actively involve themselves in checking through the words and expressions by listening to what other students and the teacher say.  And skim through **Handout A**, distributed by the teacher. And read aloud together to be prepared for the debating.  Two representative persons come out from each group to decide which team will be pros, and which cons through the game of rock-paper-scissors.  When **Handout B** is given, members of each group try to explain the given issues to share the points. | Introduce today’s debating topic (Marriage of gay couples should be legalized) and elicit Ss to predict as many necessary expressions and words as possible, relevant to the debating and the topic.  Write down what Ss presented and elicit Ss to define the expressions and create sentences if possible.  Distribute **Handout A** and skim it through togetherin order to help Ss refer to them in case when they cannot remember them.  Decide the sides of pros and cons. When they get to know which perspective they should advocate, pros or cons, the teacher distribute **Handout B** and skim it through together.  Elicit Ss to think about topic and help them better understand the topic and topic’s key issues. |
| Notes: | | | |

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| Task Realization | | | |
| Title: debating Description  starting debating the given topic | | Aims:To provide Ss with a beneficial chance of participating in the debating, raising awareness of the importance of speaking logically and effectively | Materials: |
| Time | Set Up | Students | Teacher |
| 13 mins  10 mins | Group of 6  Whole class | Prepare the debating with group members for the given time, trying to focus on the given key issues.  Actively involve themselves in debating, focusing on the given issues of the topic.  Each group takes turns to present their assertion, opposing, agreeing, providing proper evidence, and changing issues. | Encourage Ss to actively involve themselves in the preparation of the debating, covering possible issues and getting more familiar with the related words and expressions while discussing the topic through group discussion.  Encourage Ss to actively be involved in debating, helping them express their opinions in a logical and effective manner. |
| Notes: | | | |

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| Post Task | | | |
| Title: CCQ | | Aims:To help Ss figure out the exact point of the given sentences, which will develop Ss’ effective speaking skills | Materials: **Worksheet B** |
| Time | Set Up | Students | Teacher |
| 4 mins  3 mins | In pair  Whole group | With a partner, Ss check pros or cons for each given sentence.  Share opinions together about the key perspective each sentence tries to point out. | Encourage Ss to exactly figure out pros or cons for sentences by carefully checking the points of them.  Elicit Ss to figure out the main purpose of this class for themselves through this pros and cons checking activity before wrapping up the class.  Encourage Ss to look up related materials later for more words and phrases. |
| Notes: | | | |

# [https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcSbvbsUh3Yj3yRjvd7YBPS6mc4YnN_nioQTnf57MSEc0lADJsID](http://oubeika.blogspot.com/2011/05/week-6-how-i-study-english.html)Worksheets, handouts and lesson materials

**Worksheet A**

**< Topic 1 >**

**The learning of English should start from an early age?**

**Pros vs. Cons**

**<Topic 2>**

**[](http://organiceyourlife.com/living-with-your-partner-food-for-thought-from-a-legal-perspective/)Living together before marriage is a good idea?**

**Pros vs. Cons**

**<Topic 3>**

**Condoms should be distributed in schools?**

**Pros vs. Cons**

**Handout A**

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| Submission of my opinion  I think that ~ / I guess that ~ / I suppose ~  I would agree that ~ / I would assume that ~  I firmly believe that ~  It seems to me that ~  In my opinion, ~/ In my view, ~  My point of view is ~  What I think is ~  As far as I see is ~  The way I see it,  I just wanted to mention ~  I consider it to be ~  I’d like to point out that ~  Quoting someone else, or mentioning general fact  On the average  As a rule  Typically  Experts say that  Some people argue that ~  Research has actually shown that ~  I’ve even heard of cases where ~  There have been many studies done on ~ | Giving examples  For instance  For evidence, look at ~  Take this for example.  Let me give you an example of what I mean.  Bringing forth reasons or conclusions  Owing to ~/ Due to ~  Consequently  For this reason,  That’s why there are ~  This is the reason why ~  That’s why I cannot agree with you on your point.  To stress some points  The main thing is ~  That’s what we should focus on.  That’s the main point of what I’m saying.  First of all,  Without a doubt / undoubtedly  I think you definitely would think ~  No one can deny the fact that ~  I absolutely think it’s wrong to ~ |
| **Handout B** | |
| Topic-relevant words (Marriage of Gay Couples)  Biological parents  Conceive children  Adopt children  Homosexual vs. heterosexual  Surrogate mother  Legalize  Procreation  Social prejudice(bias)  Conventional family  Marriage certificate  Discrimination  Same-sex couples vs. straight couples  Civil partnership  Conservative society  Divorce rate  Inferior status  Disorderly/ promiscuous  Innate/inborn vs. acquired | Topic-related issues  Pros   1. It is discriminatory to refuse gay couples the right to marry. The right of such a minority group like gays should be respected. 2. They can live as civil partnership, but any fiscal and legal benefits cannot be guaranteed for gay couples without their marriage legalization. 3. Homosexual love should not be degraded to be disorderly and promiscuous.   Cons   1. Gay couples can declare their union without resort to marriage. 2. Marriage should be between a man and a woman because children need both different aspects of mother and father during their growth period. 3. Legally allowing surrogacy and adoption for same-sax couples can raise lots of ethical questions. |

**Worksheet B**

Which is ‘pro’ argument, and which is ‘con’ argument?

It is inaccurate to perceive marriage merely as an institution for child-raising purposes.

Gay couples can act as capable parents and provide loving home environments.

Children have a valid claim to be raised by their own biological parents.

Gay couples’ inability to reproduce should not prevent them from obtaining the benefits of marriage.

Most of the goals of the gay marriage movement can be satisfied in the absence of gay marriage.

The contemporary views of society ought to change with the times.

Without the bonds of marriage, such couples are two times more likely to break up.

The argument that gay marriage leads to a decrease in the institution of marriage does not match with the statistic figures.

Following its thousands of years of existence, marriage has only been used to describe the union of a man and a woman.

Marriage describes an emotional relationship, not referring to the gender make-up of the couple.