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| Speaking Lesson Plan | | | |
| Title: Do Smart phones make us happy? | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Hannah | Upper intermediate | 12 (aged 15-17) | 50 mins |
| Materials:  1. Video clip of a sample debate (downloaded in usb) 2. Students’ Smartphones 3. A ball 4. Worksheet 1 (12 copies) 5. Worksheet 2 (12 copies) 6. White board and markers | | | |
| Aims:  1. To practice intensive speaking skills by debating. 2. To learn how to debate by debating in pairs and groups. 3. To learn the difference between debate and discussion by making a group decision on the topic. 4. To understand a good use of debate by making a decision through using the debate. | | | |
| Language Skills: Speaking: debating  Listening: listening the video clip and others’ opinions  Reading: reading the worksheet  Writing: working on the worksheet | | | |
| Language Systems: Phonology: through listening  Lexis: debate, discussion, convince  Grammar: check in speaking and writing  Discourse: discussion  Functions: debating, arguing, discussing | | | |
| Assumptions:  1. Debating is a very good way to practice speaking skills 2. Students will be interested in debating about topics closely related to their lives. | | | |
| Anticipated Errors and Solutions:  1. Students may not know how to debate –> Show a sample video clip. Demonstrate how to do it. 2. Some students can be emotional and the debate can heat up too much -> Constantly monitor. Remind them of the precautions. 3. Debate can end earlier than expected -> Provide students with some more guiding questions to think for the debate. 4. Debate can last longer than expected -> Be flexible in time management. If the whole class does so, move the discussion activity to the Post task. Only one group does so -> Ask the group to end and do the next activity together. | | | |
| References: www.google.co.kr - Smartphone related news & blogs. | | | |
| Notes: SOS plan:  When it ends much earlier than expected, give students another topic to debate such as “Should we go to college?” | | | |

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| Pre Task or Warmer | | | |
| Title: What is debate? | | Aims:To learn what is debate. | Materials: Video clip of a sample debate. A ball.  White board and markers |
| Time | Set Up | Students | Teacher |
| 6 mins | Whole class | Share their ideas.  (argument, quarrelling…)  To win.  To convince others of your opinion.  The purpose of discussion is to find a solution or to make an agreement to a problem by sharing opinions. | Introducing today’s lesson. Write on the board “Debate”  CCQ:  “What is debate?”  Explain: Debate is like a game tossing a ball. (Demonstrate it with a ball.) If you cannot catch the ball or cannot throw it back, you lose. The difference is you toss your opinion in debate, not a ball.  Catching part is important. It is to respond to the other’s argument.  Show students the video clip of a sample debate.  “Watch carefully how they respond to the other’s argument.” (*I admit that… but; That’s does not make sense; That’s not always true*…)  CCQ:  “What is the purpose of debate?”  “What’s the difference between debate and discussion?”  For vocabulary lesson, write down the words: debate, discussion, persuade, convince. |
| Notes: Debate is a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team. | | | |

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| Task Preparation or Presentation | | | |
| Title: How to debate? | | Aims:To learn how to debate by debating in pairs. | Materials: Students’ Smart phones. White board and markers. |
| Time | Set Up | Students | Teacher |
| 7 mins | pairs | Debate over “Do Smart phones make us happy?”  Various answers such as “not know the topic well,” “no more to talk about,” “can quarrel.”  “Preparation” | Get students to make pairs.  “This is a practice round of debating.”  Give the topic for debate: “Do Smart phones make us happy?”  Get Students to choose their positions either for or against and then to debate for 5mins.  Meanwhile write down the topic on the board.  CCQ: When you do debating, what makes it difficult to debate?  What do you need to debate well?  Explain some cautions to remember for a good debate: to listen carefully to the other, not to be too emotional, to remain on the topic. (The cautions are written on the worksheet.)  For a good debate, what else do you think is necessary? |
| Notes: | | | |

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| Task Realization or Practice | | | |
| Title: A real debate | | Aims: To practice intensive speaking skills by debating in groups.  To learn the difference between debate and discussion by making a group decision on the topic through discussion. | Materials: Worksheet 1 (12 copies)  Worksheet 2 (12 copies) |
| Time | Set Up | Students | Teacher |
| 30 mins | groups | Make groups (4 each)  Choose the position either for or against.  Read the precautions on the worksheet.  Prepare for the debate for 5 mins, using the guiding questions on the worksheet 1.  Debate in groups over the topic of Smart phones.  Take into consideration all the pros and cons that they spoke of.  Make a group decision on “What should we do with our Smart phones?” by discussing. | This is a real round of debate.  Get students to make groups. Then let them choose either for or against the position within the group. Make the number of students on each side equal as much as possible.  Distribute worksheet 1 and get students to read the cautions together.  Give them 5mins to prepare for the debate.  Students can refer to any material in hand.  Get students to debate in groups for about 15 mins.  Monitor them. (provide some more guiding questions if necessary, related with health, money, industry, etc.  Stop the debate  Prepare them for group decisions:  Distribute Worksheet 2.  “Consider all the pros and cons of using Smart phones that you mentioned in the debate and make a group decision on “What should we do with our Smart phones?”  Then, explain to the whole class your reasons why you’ve made that decision. |
| Notes: Be flexible in time management. | | | |

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| Post Task or Production | | | |
| Title: Presentation and feedbacks | | Aims: To understand a good use of debate by seeing the results of their decision-making. | Materials: |
| Time | Set Up | Students | Teacher |
| 7 mins | Whole class | Choose a representative for each group.  Present their decisions and reasons to the class.  Share their ideas: | Get students to choose a representative for each team.  CCQ: What is a good use of debate?   * “Debate can help you make a good decision.   Get some feedbacks(“Any questions, any comments?”)  Praise students for their efforts. |
| Notes: SOS plan: When it ends earlier than expected, give another topic to debate such as “Should we go to college?” | | | |

# Worksheet 1

Precautions for a good debate

1. Listen carefully when the opponents talk.
2. Don’t get off the track – remain on the topic.
3. Don’t become too emotional – Calm down. Debate is not insisting but convincing.
4. Prepare for the debate as much as possible.

Do Smart phones make us happy?

Some guiding questions for the debate

1. Do our Smart phones make us smarter or dumber?
2. Do our Smart phones help our study or hinder our study?
3. Do our Smart phones do good to our family relationship or do harm to our family relationship?
4. Will our friendship get better with Smart phones or without Smart phones?

6.

7.

# Worksheet 2

What should we do with our Smart phones?

1.

2.

3.

4.

5.