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| Speaking Lesson Plan | | | |
| Title: What is your opinion? | | | |
| INSTRUCTOR | LEVEL / AGE | STUDENTS | LENGTH |
| Seok (Dan) Kim | Intermediate / Adults | 17 | 50 mins |
| Materials: Whiteboard, marker, Funny Debate strips, What is your opinion? Worksheet, Mad Gab phrases | | | |
| Aims: Students practice speaking by free talking during the debate exercise and by working on the “What is your opinion?” worksheet with other students.  Students develop the language function of expressing an opinion by sharing their thoughts with other students during the debate exercise.  Students practice the language of summarizing when sharing their group’s discussion and the outcome to the rest of the class.  Students practice the language of agreeing and disagreeing by debating with their classmates. | | | |
| Language Skills: Speaking: Talking to other students during the debate exercise and talking in pairs when working on the “What is your opinion?” worksheet.  Listening: Teacher’s eliciting, and listening to classmates during the debate exercise and when working on the “What is your opinion?” worksheet with a partner.  Reading: Reading the debate strip as well as the “What is your opinion?” worksheet.  Writing: Taking notes when debating, and writing down answers when working on the “What is your opinion?” worksheet. | | | |
| Language Systems: Phonology: Students practice pronunciation when talking and listening to their classmates.  Lexis: Words related to opinion and debating (ex. Opinion, preference, agreement, etc.)  Grammar: Conditional (ex. If \_\_\_\_ , I would \_\_\_\_)  Discourse: Conversation with classmates when debating and working on the “What is your opinion?” worksheet.  Functions: Agreeing and disagreeing with other students, summarizing and paraphrasing the discussion, and expressing an opinion. | | | |
| Assumptions: Students have enough knowledge or experience about the topic to carry out the debate exercise.  Students know enough vocabulary to free talk and debate with their classmates.  Students know enough vocabulary to paraphrase and summarize their discussions. | | | |
| Anticipated Errors and Solutions: Students may use inaccurate words or phrases when free talking or debating with other students.  🡪 The teacher should not point out the error, as it would interrupt the student. Instead, the errors should be corrected later when students are done with their exercise.  Students may use wrong words to paraphrase or summarize their discussion.  🡪 The teacher should ask what the student meant when using that word instead of correcting the word on the spot. | | | |
| References: [www.bingo-lingo.net/madgab.htm](http://www.bingo-lingo.net/madgab.htm)  TV Program - tvN Comedy Big League | | | |
| Notes: | | | |

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| Pre Task | | | |
| Title: Warm up with Mad Gab | | Aims:Students practice pronunciation by figuring out the Mad Gab phrases. | Materials: Whiteboard, Marker, Mad Gab phrases |
| Time | Set Up | Students | Teacher |
| 5 mins  5 mins | Whole Class  Whole Class | Students read the Mad Gab phrases written on the board and try to sound out the correct English phrase or sentence.  Students think of what phrases or words to say during a debate or when expressing their opinions.  Students answer guiding questions such as  “What do you say when you are expressing your opinion?”  “What do you say when you agree with someone?”  “What can you say when you disagree with someone?”  “What words do you use when you are trying to convince someone?” | Write Mad Gab phrases on the board.  Ask students to read the mad gab phrase.  Ask guiding questions regarding expressing one’s opinion or debating. |
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| Task Preparation | | | |
| Title: What is your opinion? | | Aims:Students practice free talking and expressing their own opinion by doing the “What is your opinion?” worksheet in pairs. | Materials: “What is your opinion?” worksheet |
| Time | Set Up | Students | Teacher |
| 8 mins  2mins | Pairs  Whole Class | Students work on the “What is your opinion?” worksheet in pairs. Students must list items that they want to bring to a deserted island and then rank them in pairs.  Students take notes when discussing with their partners.  Students summarize and paraphrase what their discussion was about and what the results were of the “What is your opinion?” worksheet.  Students must think about when they agreed and disagreed. | Divide the class into pairs.  Hand out the “What is your opinion?” worksheet and ask them to work on the worksheet in pairs.  Ask students what they talked about and what the results were. |
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| Task Realization | | | |
| Title: Debate teams | | Aims:Students practice speaking by debating with other students. Students develop convincing skills by trying to convince others. | Materials: Funny Debate Strips |
| Time | Set Up | Students | Teacher |
| 15mins  5 mins | Groups (5~6)  Whole Class | Students read the debate topic and debate in their groups.  Students discuss the pros of their position and or talk about the cons of the opposing position.  Students take notes when debating.  Students use convincing language in an attempt to win the debate.  A representative from each position from a debate group summarizes and paraphrases their argument to the rest of the class. | Teacher divides the class into groups (5~6) and then divides each group into two sides.  Hand out the debate strips and assign the positions for each group.  Ask students to debate and convince the other side.  Ask for a representative or choose a representative from each debate positions. |
| Notes: | | | |

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| Post Task | | | |
| Title: What is a conditional? | | Aims:To study conditional grammar by reviewing what the students did in class. | Materials: Whiteboard, marker |
| Time | Set Up | Students | Teacher |
| 3 mins  2 mins  5 mins | Groups (5~6)  Whole Class  Pairs | Students discuss what a conditional is in grammar rules in groups.  “What is a conditional?”  “Can you make a sentence using a conditional?”  Students discuss what a conditional is with the teacher and the rest of the class.  “So what did you guys talk about?”  Students make a sentence using a conditional and by using their own opinion of the most important quality of an English teacher.  Students can make a sentence such as:  “If I were an English teacher, I would be a really personable teacher.” | Divide the class into groups.  Ask students to discuss what a conditional is in groups.  Discuss the answers with the students.  Ask students to come up with the most important quality of being an English teacher using a conditional in pairs. |
| Notes: | | | |

# Funny Debate Strips

What kind of a daughter would you like to have in the future?

A daughter that looks like Jessica Alba with the lowest grades in her school or a daughter that looks like the comedian Oh Na Mi with the best grades in her school?

Position A: Jessica Alba

Position B: Oh Na Mi

If you could live a different life, which life would you choose: To be a King in the Joseon Era or to be a department head of a big company in the current century?

Position A: King in the Joseon Era

Position B: Department head of a big company today

If you could choose to go back to being an elementary school student, with your current knowledge and thoughts, would you choose to become a kid or stay as you are now?

Position A: Go back to being an elementary school student

Position B: Choose to stay where I am

**What is your opinion? Worksheet**

With your partner, list and rank ten things you would bring if you were going to be stranded on a deserted island. You must also explain why you are bringing those items.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Mad Gab Words (For Teacher Only)

Abe Odd Hull Luck Oak

* A bottle of coke

Canoe Key Pace He Grit?

* Can you keep a secret?

Dew Wino Hue?

* Do I Know you?

Hype People Earth Duh Hey

* Happy birthday

Jog Clay Die Scream

* Chocolate ice cream

Lit Tell It all Lee

* Little Italy

Moe’s Art

* Mozart

Noose Raid He Owe

-News Radio

Sant Tack Laws

* Santa Claus

Wheel Yum Air Ream He

-Will you marry me

Woodchuck Air Ford Us Hurt

-Would you care for dessert?