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| Speaking Lesson Plan | | | | | | | | | | | | | | | | | | |
| TITLE | | For or Against? | | | | | | | | | | | | | | | | |
| INSTRUCTOR | | | | | | | | | | Ss’ LEVEL | | | | | AGE GROUP | | No of Ss | LENGTH |
| Grace | | | | | | | | | | Upper intermediate | | | | | 16 | | 8 | 50 mins |
| MATERIALS | | | | | | | | | | | | | | | | | | |
| computer, video clip, worksheet, white board, board markers, agree-disagree cards, topic lots | | | | | | | | | | | | | | | | | | |
| AIMS 1. | | | Students will study the expressions of agreeing and disagreeing. | | | | | | | | | | | | | | | |
| **2.** | | | Students will practice agreeing or disagreeing to the topics by doing a fun learning activity. | | | | | | | | | | | | | | | |
| 3. | | | Students will be able to say three reasons to support their opinions. | | | | | | | | | | | | | | | |
| LANGUAGE SKILLS | | | | | | | | | | | | | | | | | | |
| Listening | | | | Students will be listening to a video clip of a movie and the topics to be read. | | | | | | | | | | | | | | |
| Speaking | | | | Students will be talking to match functions on the worksheet and express their opinions. | | | | | | | | | | | | | | |
| Reading | | | | Students will be reading expressions on the worksheet. | | | | | | | | | | | | | | |
| Writing | | | | Students will be writing vocabulary to complete the worksheet. | | | | | | | | | | | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | | | | | | | | | | | | |
| Phonology | | | | Vocabulary such as concerned, absolutely, and necessarily, etc. | | | | | | | | | | | | | | |
| Lexis | | | | See phonology. | | | | | | | | | | | | | | |
| Grammar | | | | Obligation, affirmative forms, negative forms, suggestion | | | | | | | | | | | | | | |
| Discourse | | | | Monologue by the teacher, monologue by a student, dialogue by students | | | | | | | | | | | | | | |
| Functions | | | | Agreeing, disagreeing, expressing likes and dislikes, expressing position, explaining | | | | | | | | | | | | | | |
| ASSUMPTIONS | | | | | | | | | | | | | | | | | | |
| Students already know some expressions of agreeing and disagreeing. | | | | | | | | | | | | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | | | | | | | | | | | | |
| Students probably will not able to understand the point of some topics. I’ll get them to figure them out by explaining them in an easier way and reading them slowly. | | | | | | | | | | | | | | | | | | |
| REFERENCES | | | | | | | | | | | | | | | | | | |
| The English Club, <http://www.englishclub.com/speaking/agreeing-disagreeing>Super funny debate class, http://www.youtube.com/watch?v=uOrFX6GuDYA | | | | | | | | | | | | | | | | | | |
| NOTES | | | | | | | | | | | | | | | | | | |
| Play agreeing or disagreeing TPR fun learning activity just in case cards are missing or Ss are bored. | | | | | | | | | | | | | | | | | | |
| PRETASK TITLE | | | | | | | | What is a debate? | | | | | | | | | | |
| AIMS | | | | | | | | | | | | | | MATERIALS | | | | |
| To activate students’ schemata | | | | | | | | | | | | | | computer, videoclip, worksheet, board, marker pens | | | | |
| TIME | SET UP | | | | | STUDENTS | | | | | | | | | | TEACHER | | |
| 1 min | Whole Class | | | | | welcome one another | | | | | | | | | | greetings | | |
| 3 mins | Whole Class | | | | | watch a video clip to answer guiding questions :  - Have you ever seen a debate?  - What is it like?  - Do you want to join a debate? | | | | | | | | | | asks guiding questions and show Ss a video clip to make them think about them. | | |
| 3 mins | Pairs | | | | | brainstorm to answer questions. | | | | | | | | | | gives Ss time to talk and monitors them | | |
| 3 mins | Whole Class | | | | | answer questions based on what they talked each other. | | | | | | | | | | checks Ss’ answers and writes bullet points on the board if needed | | |
| NOTES | | | | | | | | | | | | | | | | | | |
| Most students must have seen debates on TV. Just in case, however, teacher needs to prepare for the video clip on a debate and show it to remind them of the concept of a debate. | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| TASK PREPARATION TITLE | | | | | | | | | | | | What is necessary to join a debate? | | | | | | |
| AIMS | | | | | | | | | | | | | MATERIALS | | | | | |
| To practice useful expressions for agreeing or disagreeing | | | | | | | | | | | | | worksheet, board, marker pens | | | | | |
| TIME | SET UP | | | | STUDENTS | | | | | | | | | | | TEACHER | | |
| 3 mins | Whole Class | | | | get worksheet and listen to teacher’s instructions  ICQ  Are you working in groups or pairs?  How much time do you have?  What do you say when asking for an opinion? | | | | | | | | | | | distributes worksheets and demonstrates what to do | | |
| 3 mins | Pairs | | | | read and talk to complete the worksheet | | | | | | | | | | | monitors Ss and advises them if needed | | |
| 4 mins | Whole Class | | | | answer the correct functions to the expressions and ask teacher if they have any questions | | | | | | | | | | | check answers by eliciting the meaning from Ss and explain some idioms if necessary | | |
| NOTES | | | | | | | | | | | | | | | | | | |
| Teacher should elicit the use of the unknown expressions from Ss rather than explain them directly. | | | | | | | | | | | | | | | | | | |
| TASK REALISATION TITLE | | | | | | | | | | | Go for a debate! | | | | | | | |
| AIMS | | | | | | | | | | | | | | MATERIALS | | | | |
| To practice agreeing or disagreeing | | | | | | | | | | | | | | agree & disagree cards, topic lots, board, markers | | | | |
| TIME | SET UP | | | | | | STUDENTS | | | | | | | | | TEACHER | | |
| 2 min | Whole Class | | | | | | get the cards and listen to the teacher  ICQ  Can you use the expressions you learned?  How many reasons do you need? | | | | | | | | | distributes Ss a bunch of cards and gives instructions of what to do | | |
| 1 min | Individual | | | | | | listen carefully for the topic | | | | | | | | | has a student picks up a topic and read it aloud | | |
| 3 mins | Group | | | | | | make three reasons according to their agreement or disagreement | | | | | | | | | monitor Ss if they understand and advise them if necessary | | |
| 4 mins | Whole Class | | | | | | express opinions for the agreement or disagreement to the topic | | | | | | | | | ask each group to present their ideas and write them on the board | | |
| 1 min | Individual | | | | | | listen carefully for the topic | | | | | | | | | has another S pick a topic to read | | |
| 4 mins | Group | | | | | | make three reasons for the agreement or disagreement to the topic | | | | | | | | | checks Ss if they figure out and guide them if needed | | |
| 5 mins | Whole Class | | | | | | express opinions for the agreement or disagreement to the topic | | | | | | | | | ask each group to present their ideas and write them on the board | | |
| NOTES | | | | | | | | | | | | | | | | | | |
| Teacher should monitor them carefully if one student dominates her group. If so, T must urge silent Ss to get more chances to talk while letting the dominant student listens to them. | | | | | | | | | | | | | | | | | | |
| POST TASK TITLE | | | | | | | | | What do we learn from a debate? | | | | | | | | | |
| AIMS | | | | | | | | | | | | | | MATERIALS | | | | |
| To draw their own lesson from the activity and practice the expressions and the language form | | | | | | | | | | | | | | board, marker pens | | | | |
| TIME | SET UP | | | | | | STUDENTS | | | | | | | | | TEACHER | | |
| 3 mins | Whole Class | | | | | | present their own opinions | | | | | | | | | asks Ss’ feelings about a debate | | |
| 5 mins | Individual | | | | | | ask questions and listen to teacher  CCQ  - What does it mean “be allowed to”?  - What is the “stating”? | | | | | | | | | asks if Ss have any problems with the expressions or grammar and explain | | |
| 2 mins | Whole Class | | | | | | write down homework and show gratitude to teacher | | | | | | | | | gives homework(writing a paragraph on a topic) and wraps up | | |
| NOTES | | | | | | | | | | | | | | | | | | |
| This lesson is for speaking which means that teacher shouldn’t spend too much time on language form. | | | | | | | | | | | | | | | | | | |

# Worksheet(Hand-out) Expressions for Agreeing and Disagreeing

* Look at the expressions in the chart and match the right function(1~6) to each category.

1. Interruptions
2. Expressing agreement
3. Stating an opinion
4. Expressing disagreement
5. Settling an argument
6. Asking for an opinion

|  |  |
| --- | --- |
|  | * In my opinion... * The way I see it... * If you want my honest opinion.... * As far as I'm concerned... * If you ask me... |
|  | * What's your idea? * How do you feel about that? * Do you have anything to say about this? * What do you think? * Do you agree? * Wouldn't you say? |
|  | * I agree with you 100 percent. * I couldn't agree with you more. * That's so true. * That's for sure. * You're absolutely right. / Absolutely. * That's exactly how I feel./ Exactly. * No doubt about it. * **(agree with negative statement)** Me neither. * You have a point there. * I was just going to say that. |
|  | * I don't think so. * **(strong)** No way. * I'm afraid I disagree. * **(strong)** I totally disagree. * **(strong)** I'd say the exact opposite. * Not necessarily. * That's not always the case. |
|  | * Can I add something here? * Is it okay if I jump in for a second? * If I might add something... * Can I throw my two cents in? * Sorry to interrupt, but... * **(after accidentally interrupting someone)** Sorry, go ahead. **OR** Sorry, you were saying... * **(after being interrupted)** You didn't let me finish. |
|  | * Let's just move on, shall we? * Let's drop it. |

# Materials

# Topics for Debate

Here are 20 topics to discuss with a friend or group. Practise agreeing and disagreeing even if you have to argue against something you actually believe in. One way to have fun with this is to make up a bunch of cards that say *agree* or *disagree*. Each person has to pick up a card and then the topic is read out. It is more fun to have a debate this way because you don't have to play your true self. Try to continue each discussion for at least five minutes. Use the expressions that you learned, including agreeing, disagreeing, asking for opinions, interrupting, etc.

* Breakfast is the most important meal of the day.
* Swimming in the ocean is better than swimming in a public pool.
* Alcohol should be illegal.
* Children should provide room and board for their aging parents.
* Studying grammar is more important than practising conversation skills.
* Television is the leading cause of violence in today's society.
* Dogs make better companions than cats.
* Smoking should be permitted in public places.
* Females are better students than males.
* A parent shouldn't pierce a baby's ears.
* Women should be allowed to go topless in public.
* Lawyers should make a higher salary than nurses.
* Everyone should plan their own funeral.
* Reading English is more difficult than writing English.
* Summer is the best season of the year.
* Children under 13 should not be allowed to babysit.
* High school students should wear uniforms.
* 21 should be the legal driving age around the world.
* Rock and Roll is the best kind of music.
* The government should pay for post secondary education.