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| **Speaking Lesson Plan** | | | | |
| **TITLE** | **Debate** **(Bring pet when you work at the office )** | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| **Kwang ho Choi** | **Advanced** | 6 | Adult | 50 MIN |

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| **MATERIALS** |
| 1. **Board and marker** 2. **Stopwatch** 3. **Information sheet** 4. **Voice Recorder** |

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| **AIMS** |
| 1. **Student can convince the other student their own opinion or theory by reasonable and legitimate way to speech and catch on quick the other student’s loophole of objection while listen to co-student’s speech.** 2. **Student can argue with co-student without hurting feeling and too much exciting.** 3. **Student organize to deliver their thought to someone clear as well as simple.** 4. **Student realize different opinion about same agenda which is better chance to**   **accept or admit divers thought from other people.**  **Student can give feedback themselves from recording while debate time.** |

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| **LANGUAGE SKILLS** | |
| **Listening Reading Speaking**  **Writing** | **Ss listen to other Ss speech.**  **Ss have to read topic.**  **Ss talk to with others to convince each other more clear and reasonable.**  **Ss write down key word from each other and use this source for persuade.** |

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| **LANGUAGE SYSTEMS** | |
| Lexis  Function  Grammar  Discours  phonology | Use more clear or simple word would be better appeal to convince.  Connect to real situation try to negotiate with someone by legitimate  Using hypothetical sentence such as would, could, might, should+have  Conversation and Dialogue.  Correct pronunciation of key word( what I point is) |

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| **ASSUMPTIONS** |
| 1. **Student may already know debate skill.**   **2. Student have real experience to debate** |
| **ANTICIPATED ERRORS AND SOLUTIONS** |
| **Student may not able to understand what other student said or face new vocabulary.**  **1.Teacher allow Ss ask each other in order to avoid misunderstand.**  **Student could be mad at other student by different opinion.**  **1.Teacher should emphasis student this activity just kind of tool to improve language skill.** |

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| **REFERENCES**   1. **Remain previous debate experience.** 2. **Study out of Central Michigan University** |

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| **Lead-In** | | |
| **Materials : Board and marker** | | |
| **TIME**  **5min** | **SET UP**  **Class** | **Procedure**  Greeting student  Hello! Everyone Welcome come back to class. how are you doing?  (Elicit before introduce topic)  Ask student “who is your best companion?”  **Introduce Topic**  Today We are going to share your opinion about this “Bring pet when your work at the office” make two trio each group(trio) before choice pro and cons by rock-paper-scissor. |
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| **Pre-Activity** | | | |
| **Materials : Board and marker stopwatch** | | | |
| **TIME**  10min | **SET UP**  Class | Procedure  **Instruction**  1.Set Arrangement and divide pros and cons position.  Shift a seat after divide position pro or cons by rock-paper-scissor with student on left side.  Winner have right to choice pros and cons first..  **Feedfoward**  (Expect question- why wouldn’t I choice position what I want?)  (prepared answer-Some times people could have been land in hard proposition wheather you like or not so we got to get used to unexpected situation.)  Explain student why they have a position what they don’t want.  *CCQ*  *What are you going to do first?*  *How to divide pros and cons?*  *How many student in one group?*  Student  Move their seat for debate position would be face to face with  other group.  Each group member organized their thought as quickly as possible. |  |

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| **Main Activity** | | | |
| **Materials: Board and maker stopwatch,Voice recoder.(smartphone)** | | | |
| **TIME**  30min | **SET UP**  **all class** | **Procedure**  **Instruction**  Each student can have two minutes speech and next opposition group member begin to speech same time. (One by One)  All Student finish two min speech then, finish One Round.  After one round, group member can ask and answer each other under  control from teacher.  **(Count 2min by stopwatch)**  **CCQ**  How much time do you have in one round?  What is mean one round over?  What will you do before ask to student?  (run the debate, if student too much exciting or passive way to talk, teacher need make them calm down or stimulate in order to share opinion well also to avoid hurting feeling each other.) | |
| **Post-Activity** | | | |
| **Materials: Board and maker** | | | |
| **TIME**  **5min** | **SET UP**  group | | Procedure:  1.Error Correction  Student’s opinion could be misunderstood.  2.Feed Back.  Let student check the voice recorder when they have free time.  “Good job! today See you next discussion. |