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| Speaking Lesson Plan |

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| **Is selfie culture out of control?** |

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| Instructor: Jessi | Level: Upper intermediate | Students:7 | Length:25 minutes |

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| **Materials:**  white board and markers  realia: a selfie stick  timer  useful information on handout |

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| **Aims:**  Students will be able to debate on the topic 'selfie' with the opponent side by using specific and detailed expressions.  Students will be able to use writing and listening skills at the same time by listing their arguments while listening to the opponent side's opinions.  Students will be able to discuss the topic with their own group by sharing opinions and cooperating. |

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| **Language skills:**  Reading: Reading the supporting information on the handout.  Writing: Writing the arguments and supporting details and taking notes of the opponent side's opinions.  Listening: Listening to the opponent side  Speaking: Stating their opinions in the debate, discussing with their own groups for preparation. |

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| **Language systems:**  phonology: none to discuss  Function: Presenting their ideas in the debate, sharing opinions within the groups.  Lexis: New expressions involved in debate on post activity.  Grammar: Going through the common grammatical error at the end of the class.  Discourse: Sharing their ideas about the topic by talking with others in the class. |

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| **Assumptions:**  Students are familiar with the topic 'selfie'  Students are aware of advantages and disadvantages of selfies these days.  Students have an experience of debating before.  Students have ability to present their arguments and think of new ideas while debating without much difficultness.  Students already know the most of the new expressions used in debate and common error in grammar. |

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| **Anticipated Errors and Solution:**  Students may not know the expressions such as ' It all boils down to' 'Briefly, allow me to recap'.  -To solve this problem, teacher will first make students to guess the meaning of the expressions or certain situations that the expressions are used. Teacher will give the correct explanations after students have tried.  The debate might finish sooner than expected.  -Elicit the new information they learned through debate and review the well-built students' arguments  The debate might last longer than expected.  -Shorten the time of debate and have the students' speech time shorten.  Students might have difficulty brainstorming ideas on the debate topic.  - Give students clues and help them to come up with supporting details. |

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| **References:**  -"Expressions for Agreeing and Disagreeing." In English. N.p., n.d. Web. 06 Oct. 2015.  -"Expressions for Debate." Expressions for Debate. N.p., n.d. Web. 06 Oct. 2015.  -"Disney Bans Selfie Sticks at Theme Parks." www.breakingnewsenglish.com. N.p., n.d. Web. 06 Oct. 2015.  -"Pros and Cons of Selfie Culture." TaxGuru RSS. N.p., n.d. Web. 06 Oct. 2015. |

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| **Lead-In** | | |
| Materials: White board, markers | | |
| Time | Set Up | Procedure |
| 1 minute | Whole class | Greeting:  Hello class, how are you today?  Do you know what this is? ( showing them realia)  Yes, this is a selfie stick. This was very popular and most of people use when they travel or even regular days.  Have you heard the news about banning selfie sticks at them parks? Disney proposed that they will ban selfie sticks at all of their theme parks around the world. First,  What springs to mind when you hear the word 'selfie'?  Do you agree with Disney's ban on selfie sticks? Some of you might agree and others might disagree with this.  The topic is' Is selfie culture out of control?’ Today, we will have an informal debate on this topic. |

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| **Pre-Activity** | | Pre-task | |
| Materials: White board, markers, handouts | | | |
| Time | Set Up | | Procedure |
| 9 minutes | In groups | | Instruction:  (Give handouts)  First, I will divide you into two groups. One group will agree that selfie culture is getting out of control. And the other group will be against this topic. I will divide you into proposition and opposition team. You will come up with three ideas with good supporting details. Also, read the handout I gave and get some help from that information. You have 7 minutes to discuss with your group.  Demonstration:  For example, if you disagree with the topic, you would write down the advantages of selfie to support your argument. You can write some details to be strong.  CCQ:  -How much time do you have?  -How many points do you have to present?  Teacher should go around the class and check the groups if they are on the right track. |

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| **Main Activity** | | Task-realization | |
| Materials: White board, markers, pens, paper, handouts | | | |
| Time | Set Up | | Procedure |
| 10 minute | Whole class | | Debate  Instruction:  Now, time is up and we will start the debate. First I noticed that there are many detailed opinions from each group. This is informal debate, so the rules will be simple. Each speaker will have one minute to state their argument with supported details. First, the proposition team's first speaker will start the debate. Then, the opposition team's speaker can give his or her opinion. While your opposite side's speaker is speaking, you should take some notes. You can also argue back if you have time after giving your argument. There should not be any interruption when the speaker is giving the speech.  Demonstration:  For example, if you are the opposition team, you would state that selfie has a lot of advantages such as freezing the memorable moments. For example, taking selfie can be very meaningful and be precious for some people on their birthday, celebrations, or travels.  Then, the proposition team's speaker can state his or her argument.  CCQ:  -How much time do you have for the speech?  - Are you going to argue back when the speaker is giving the speech?  -Is everyone going to take their turn?  When the debate starts, teacher should listen to the students' arguments and take notes on their common mistakes and good supporting details. |

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| **Post Activity** | | Post-task | |
| Materials: White board, markers | | | |
| Time | Set Up | | Procedure |
| 5 minute | Whole class | | Common errors:  That was a good debate.  Now, I wrote down a simple common error.  Can you read the sentences? Tell me which sentence is wrong.  New expressions:  (Eliciting)  Can anyone guess the meaning of these two expressions?  ' It all boils down to' , 'Briefly, allow me to recap'.  'It all boils down to' is used when people want to emphasize the importance of something. It’s another way of saying the “most important thing is".  (Eliciting)  Can anyone guess the meaning of recap?  Basically, a recap is an informal and shorten word for recapitulate. It is same as 'to summarize'.  (Choose one or two students)  Can you choose one expression and use in a sentence?  Today, we learned how to discuss with groups and present our own opinions by using specific details. I hope you enjoyed the topic.  Great work today and remember to learn new expressions! |