

<b>Topic: Refugees</b>			
<b>Instructor:</b>	<b>Level:</b>	<b>Number of Students:</b>	<b>Length:</b>
Jay Chung	Advanced	6 students	50 minutes
<b>Materials:</b> Board markers and White board Multimedia to show videos and recording Scratch papers for debate			
<b>Aims:</b> Students will be able to... Use vocabulary learned in class when debating. Discuss the topic within ones' group with their opinion. Usd debating skills when rebutting against another team's resolution.			
<b>Language Skills:</b> Listening: Recording and videos Reading: Vocabulary and sentences on the board Speaking: Debating Writing: Taking note for debate and writing assignment			
<b>Language Systems:</b> Discourse: Discussion and Debating Lexis: Vocabulary regarding the topic Function: Appropriate to debate			
<b>Assumptions:</b> Some students are aware of refugee problems and the reason of the problem. Students will participate eagerly on debate.			
<b>Anticipated Errors and Solutions</b> *Students might have hard time using vocabulary regarding refugees. -> T presents some vocabulary while task preparation. *Ss might not be interested in the topic. ->T shows two short videos to have Ss be engrossed into the topic.			
<b>References:</b> Germany and Austria welcome refugees. (n.d.). Retrieved November 28, 2015, from <a href="http://www.breakingnewsenglish.com/1509/150908-refugees.html">http://www.breakingnewsenglish.com/1509/150908-refugees.html</a>  Germany Syrian refugee crisis: the Germans having doubts about all those refugees. (n.d.). Retrieved November 28, 2015, from <a href="https://www.youtube.com/watch?v=MB_A2X_dgQk">https://www.youtube.com/watch?v=MB_A2X_dgQk</a>  The European Refugee Crisis and Syria Explained. (n.d.). Retrieved November 28, 2015, from <a href="https://www.youtube.com/watch?v=RvOnXh3NN9w">https://www.youtube.com/watch?v=RvOnXh3NN9w</a>			
<b>Notes:</b>			

Pre-Task			
Aims: SWBAT get backgrounds of refugee problem.			Materials: Recording from BreakingsNewsEnglish Board, markers, computer and speaker
Time	Set Up	Students	Teacher
1 min	Whole class	Respond to the greetings.	<Greetings & Brief Rapport>  (T shows pictures of German people welcoming refugees.)
1min		Answer the question	T: Today we will be doing debate between two teams we will form later on today's topic 'refugees'. First I will give you the background story on this topic. I now play the recorded news from BreakingNewsEnglish. Please Listen carefully to the recording. They provide various speeds of recording. Since you are in advanced level, I will play the fastest speed. Does that make sense? (T plays the recording.)  T: Do you need to listen one more time? - Yes: Play again. - No: Continue with next stop.
Notes:			

Task Preparation			
<b>Aims:</b> SWBAT discuss on the topic within their groups.		<b>Materials:</b> Multimedia to play two videos White board and marker	
Time	Set Up	Students	Teacher
4 mins	Whole class	Answer the questions	<u>&lt;Eliciting&gt;</u> <ol style="list-style-type: none"> <li>1. Why did Germany and Austria welcome refugees?</li> <li>2. Why did Syrian people have to leave their own country?</li> <li>3. Why did UN praise Germany and Austria?</li> <li>4. Do refugees matter with your lives? (ISIS prevalence all over the world, Paris terror related)</li> <li>5. Have Koreans ever been refugees historically? (Under Japanese occupation, provisional government in Shanghai, Exile to Manchuria, Siberia – Kareiski)</li> <li>6. Why are there people who refuse to</li> </ol>

\* Optional or flexible activity that may be adjusted according to how much time the teacher has.

5mins		Answer the question	<p>accept refugees?</p> <p>&lt;Vocabulary&gt; (T writes 'refuge &amp; refugee' on the board.)</p> <p>T: Do these two words have the same meaning? Or are they different each other?</p> <p>&lt;CCQ&gt; T: Is refugee a synonym for asylum-seekers?</p> <p>&lt;Realia&gt; T: (Showing Ss T's tumbler on which stickers of UNHCR are attached and pass it around.) T: What are the stickers about? What do they do for refugees? Are they doing enough for refugees?</p>
5mins		Listen to instructions	<p>&lt;Instructions&gt; T: Now you'll make two groups of three. Team1, you are to have a resolution that developed countries should accept refugees. Team2 is to have a resolution that developed countries do not have to accept refugees. You might have your team resolution which does not coincide with your own opinion. We call it as a "devil's advocate" who plays contrast role against another team. Each team has 10 minutes to prepare debate. You use this time to discuss supporting reasons for your resolution to get ready for debating. Before starting discussion, let's see two short videos which will help you form as many reasons as you can prepare.</p>
8mins		Watch video	(T plays two videos.)
1min		Answer the question	<p>&lt;CCQ&gt; T: Team1 and Team2, what would be reasons for your resolution? How long will you have to prepare debate?</p>
10mins		Discuss in a group	<p>&lt;Instruction continues&gt; T: OK. You may begin. You can use scratch papers if you want. (T hands out scratch papers.) T discretely monitors SS of each group making sure they are forming reasons for their resolution.) (T participates if Ss have trouble discussing. Jot down mistakes in language Ss use.)</p>
<b>Notes:</b>			

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Task Realization			
<b>Aims:</b> SWBAT debate against another team.		<b>Materials:</b> Scratch papers Ss use Notes T uses	
Time	Set Up	Student	Teacher
13 mins	Whole class	Listen to the instructions. debate	<u>&lt;Instructions&gt;</u> Time's up. Alright, now please have a seat. At this time I want you to arrange your seats so that each team faces each other. Good. I will give each one of you a chance to participate in debate. You have two minutes to argue one side of each resolution. When you hear "SWITCH", you will have two minutes to argue the opposite side of the resolution. <ul style="list-style-type: none"> <li>- Please refer to debate order on the board. (Explain about the debate order.)</li> <li>- Also these are expressions you may use while debating. (Explain what's written on the board.)</li> </ul> <u>&lt;CCQ&gt;</u> <ul style="list-style-type: none"> <li>- How much time does each one have to debate?</li> </ul> T: You may begin now. (T discretely monitors and jots down errors in language Ss make.)
<b>Notes:</b>			

Post Task			
<b>Aims:</b> SWBAT write essay about the topic.		<b>Materials:</b>	
Time	Set Up	Student	Teacher
2 mins	Whole class	Answer the questions.          Answer the questions.	<u>&lt;Feedback&gt;</u> T: OK. You guys had a great job. There is no right or wrong, winner and loser in this debate. What did you learn today? Was today's debating activity useful? (T listens to SS feedback on the activity.)  <u>&lt;Error correction&gt;</u> T correct errors found during the activity. T writes Ss errors on the board. Let Ss try to correct as a whole class.  <u>&lt;Homework&gt;</u> T: As a homework, write more than one

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## TBLT Speaking Lesson Plan

			<p>paragraph about your own opinion on today's topic.</p> <p>&lt;Filler&gt; Instant crossword using REFUGEES</p> <p>&lt;Closing&gt; T: I hope you had a good time enjoying learning and debating today. Good job. See you at next class.</p>
<b>Notes:</b>			

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