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| ☐ Listening ■ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Do you agree or disagree about working with your spouse in the same company?** |

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| Instructor:  Angela, Esther | Level:  **Intermediate** | Students:  **8** | Length:  **40 Minutes** |

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| Materials:   * Pictures of Celebrities who appeared in same drama or movie and got married * Video clip for showing example of people who are working in same company * Individual worksheet for numbering priority. * White board and markers |

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| Aims:   * Students will be able to present their opinion by putting on their priority. * Students will work cooperatively in a group to reinforce their idea by sharing same opinion about working with their partner. * Students will learn vocabulary related to workplace and relationship. * Students will be able to speak fluently by adding supportive reasons for their opinion. |

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| Language Skills:   * Listening: Video clip showing “when your wife is your boss…” and comments from same group or opposite group * Reading: Worksheet * Speaking: Discussion in small group and debate for presenting their opinion * Writing: Summary their opinion with supportive reasons to present a speech |

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| Language Systems:   * Function: presenting for or against about working with spouse * Lexis: firm, benefits, spouse, pros and cons * Discourse: discussing and debate |

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| Assumptions:   * Some students have had opposite gender colleagues. * Students have seen several couples working in same company around them. * Students are interested in thinking about working with spouse in their workplace. * Students have debate experience by taking pros and cons side on 1 agenda. |

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| Anticipated Errors and Solutions:   * Students may not be able to understand the situation of video clip   → give background information about their jobs and industry and relationship and supply English subtitle on it.   * Students may exceed their speech time while making a debate time   → supply time warning before 30 seconds and give them extra time for 2 mins if needed.   * Students may not be active during the discussion.   → encourage students by asking their opinion about subject and supportive reasons. |

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| References:   * Photo of celebrities: google image, naver image * Video clip: drama <Desperate housewives season 2 episode 16> * Graph: <https://www.monster.ca/career-advice/article/pros-and-cons-of-working-with-your-spouse> |

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| **Pre-task** | | | |
| Materials: Visual aids(photos), video clip, vocabulary worksheet ,board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class | Talk about their feelings or conditions during the week  Answer the question and talk about their opinion by guessing  Actively answer the question. | <Greeting and eliciting>  T: Good afternoon, everyone. How is your week going? Here, I would like to show some beautiful couples.  Can you guess what factors they have in common?  Students can guess who they are.  -Yes: Show video clip for more example  -No: Explain what common factors they have and then show video clip  Do you know what these words mean?  <Introduction>  (Write on the board ‘Working with your spouse in the same company’  T: Right, today we are going to debate as for or against about working with your spouse in the same company. Have you been in a relationship with someone who works in same company? If so, you can use that experience to decide whether you agree or disagree on this agenda. |

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| **Task Preparation** | | | |
| Materials: power point, printed materials(worksheet), board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole class  Individually | Students watch the chart  Ss will work on worksheet. | T: As you watched the video clip, working with your partner, spouse or even boyfriend/girlfriend in the same company could have positive or negative points.  As you see on this chart, we will see a big difference between millennials and the older generation.  When it applies to you, how would you feel about it? What if your spouse would be your boss, supervisor or even assistant?  Before, we start to debate in the whole class; I am going to hand out a worksheet to you. Based on it, we will have some ideas of preparing for debate in groups.  You have 5 minutes.  **<Instruction>**  Shows students power point presentation.  #1-10 explains good points of working with your partner in the same company  #11-15 explains negative points of it  Students will put numbers on the blank in order of priority(Which factor could be the best or the worst)  **CCQ**  -How much time do we have? |

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| **Task Realization** | | | |
| Materials: Board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 min | Group | Students arrange their seat by grouping.  Students write summary on their team’s opinion with reasons to present.  A student in team A starts presenting his/her speech.  A student in team B starts presenting his/her speech with the opposite idea of team A.  Team A and B keep telling their opinion with persuasive reasons. | **<Instruction>**  T: Now, Let’s divide into 2 groups. This group thinks working with your spouse in the same company is positive. And this group thinks working with your spouse in the same company is negative. Please collect and summary your group opinion by writing for presenting your team speech. I will give you 3 mins.  **CCQ**  -What do you writing?  -How much time do we have?  T: Now, let’s start our debate. Could team A start to tell your opinion?  T: Okay, is there anyone in team B who has the opposite opinion about this?  (listen to student’s speech and quietly write down some comment for feedback)  T: Thank you for your opinion. In \*\*\*aspect, why do you agree on working with your spouse, team A? |

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| **Post Activity** | | | |
| Materials: Border, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole Class | Share their ideas and how they think about the topic and other student’s opinions. | **<Conclusion>**  T: All right, today we talked about pros and cons working with your spouse. What about voting again since we finished our speech?  Did you enjoy debating the topic “what if you work with your partner”?  I believe today’s topic would eventually helpful in some ways.  You all did terrific job!  Thank you so much, guys. |

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| **SOS Activity** | | | |
| Materials: 8 role cards | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Individually | Pick up a card matching their opinion on company couple and then make a speech individually to their classmates. | T: Here’s some role card. Please find a card that shows your opinion about being a company couple. And then talk to your classmates whether you are pros or cons with supportive reasons including your role cards. |