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| **Topic:** Designer Uniforms | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Soohyun (Sue) Jeon** | **Upper Intermediate (Level 5)** | **Adult** | **3** | **40 minutes** |
| **Materials:**   * Video files and computer with internet connection * Pictures related to the topic on the board * Word cards: Pictures with new vocabulary and idioms * Handout with expressions for agreeing and disagreeing * White board and markers * Flip chart paper and markers | | | | |
| **Aims:**  **Students will be able to:**   * Recall key vocabulary, idioms and expressions related to the designer uniforms * Express their rationale on the debatable statement related to the topic using the expressions for agreeing or disagreeing as well as the vocabulary and expressions they learned * Explain the reasons why they agree or disagree in groups * Identify and summarize what they discussed on a worksheet * Explain what they discussed through having a debate role play | | | | |
| **Language Skills:**   * Speaking: Express students’ own agreement or disagreement with debatable topic(s), explain the rationale behind their ideas and suggestions, express their disagreement with the opinions of others, and ask questions about others’ opinions and answer questions posed by others * Listening: Listen and understand news on the designer school uniforms as well as the opinions of others * Reading: Read and understanding topic sentences in the news article on the school uniforms (listening script) * Writing: Write and summarize their own and others’ opinions on the topic | | | | |
| **Language Systems:**   * Phonology: pronunciation of new vocabulary (e.g., /igz/-exorbitant, /ʃ/-luxury, /f/- fuss, afford) * Lexis: new vocabulary and expressions (exorbitant, create a fuss, financial burden) and expressions for agreeing and disagreeing (e.g., In my opinion…, I agree with…, I disagree…) * Grammar: Modal – should (e.g., the financial burden should not too high), verbs followed by a to-infinitive (e.g., afford to pay) * Function: Express their opinion, agreement or disagreement with rationale, ask questions and answer others’ questions * Discourse: discussion and debate – state their opinions, agreeing or disagreeing with others’ opinions | | | | |
| **Assumptions:**   * Students are upper intermediate level adult learners and there are only a few new vocabulary words. * Students already know the key expressions for discussion and debates. * There will be students who have worn uniforms and students who have not. * Students have enough familiarity with the topic (school uniforms) to discuss its pros and cons. * Most students will be actively engaged in the task. * The listening passage will be mainly used for eliciting and/or the background information, so it will not be specifically reviewed using the listening comprehension worksheet. | | | | |
| **Anticipated Errors and Solutions:**   * Even though the level of students is similar, there could be still individual differences in speaking and listening skills – Check students’ understanding, provide/repeat information or instructions when needed, and give supplementary materials, such as common expressions, for discussion * Students’ opinions on school uniforms could be all the same (i.e., all pros or all cons) – decide the roles by drawing lots for a debate role play * If the lesson finishes earlier than scheduled, play instant crossword puzzle using the vocabulary and expressions they learned | | | | |
| **References:**   * Designer uniforms (February 11, 2018). In Breaking News English. Retrieved from<https://breakingnewsenglish.com/1802/180211-designer-uniform-5.html> * Englishcenter VN (2018, February 26). *LV6. Parents anger at $730 Armani school uniforms* [Video file]. Retrieved from <https://www.youtube.com/watch?v=a3TDowPprDg>   Wynn, S. (2017, January 5). *School uniform debate today show*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=6Z4EpJAkzbo> | | | | |
| **Notes:** The content of the article is about expensive designer school uniforms. I think there will be consensus in students’ opinions on this. Therefore, the topic for discussion will focus more on a general topic—pros and cons for school uniforms. | | | | |

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| **Pre-Task:** | | | | |
| **Aims:** Recall key vocabulary, idioms and expressions related to the designer uniforms | | | **Materials:** Pictures, word cards with pictures, Audio file, supplementary materials | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min.  4 min. | Whole class  Whole class | Students’ responses to the teacher’s greetings.  Students answer each question including sharing their experience related to wearing a school uniform.  Students look at the picture.  Students answer to each question.  Students listen to the instructions.  Students look at the word cards and answer the questions  Students listen to the instructions.  Students listen to the news and answer the guiding question.  Students share their opinions.  Students listen to the teacher’s explanation. | | Hello everyone, how are you today?  (Eliciting – show a picture of students wearing school uniforms)  Look at this picture.   * What do you see in this picture? * What are they wearing? * Have you ever worn a school uniform when you were a student?     (showing one more picture of an Armani store sign)  Now look at another picture.   * What do you see in this picture?   (arranging two pictures side by side)   * What do you think do these two pictures represent?   If the students give the expected answer,  Yes, that’s right.  If the students do not give the right answer, give them the answer.  **Listening for the main idea and new vocabulary**  Now we will listen to recent breaking news on designer uniforms. Before we listen, let’s learn three new words.  (Show word cards one by one)   * What do you see in the picture? * Can you guess the meaning of the word through this picture?   (Show the meaning if the students do not give the right answer and check the pronunciations together)  (Give instructions)  Instructions: Now listen carefully to recent news on designer uniforms focusing on what happened to answer this question.  (Show the question)  Guiding question: What made the parents get upset/angry?  Are you ready to listen?  (Play the audio file)  What made the parents get angry?  (Check the students’ answers together)  What do you think about the school’s decision? Do you agree with it?  As we briefly discussed, most people disagree with the school’s decision on using Armani uniform for elementary school students. However, having students wear school uniforms has been quite controversial all over the world. |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims:**   * Express their rationale on the debatable statement related to the topic using the expressions for agreeing or disagreeing as well as the vocabulary and expressions they learned * Explain the reasons why they agree or disagree in groups * Identify and summarize what they discussed on a worksheet | | | **Materials:**   * Handout – Useful vocabulary and expressions for discussion and debates * Discussion Worksheet * Video clip   <https://www.youtube.com/watch?v=6Z4EpJAkzbo> | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min.  7 min.  3 min.  8 min. | Whole class  In groups  Whole class  In groups | Students receive written instructions and listen to verbal instructions.  Students answer the questions.  Students are working on the requested task in groups.  Students listen to the instructions and watch the video clip.  Students answer the questions.  Students are working on the task in groups. | | (Give written and verbal instructions)  Therefore, we will now discuss the pros and cons of school uniforms in groups and make a role play. There are two stages for these activities.  At the 1st stage, please briefly share your opinions in groups about having school uniforms by expressing your agreement or disagreement and explaining why you feel that way. When you express your opinions, please use the common expressions for discussion and debates provided in handout. Summarize and write down the pros and cons shared by all group members on the worksheet. You will be given 7 minutes.  (Give demonstrations)  -Give two example sentences including one for agreement and one for disagreement using the expressions in the handout and the vocabulary they learned.  1. I agree with students’ wearing school uniforms because it helps them focus on studying.  2. I don’t think so. That is not always true. I think buying uniforms is a financial burden on parents.  Draw a table with the columns of pros and cons and ask students to give an example for each and write them down on the board)  ICQs  What are you going to do at this stage?  Are you working alone?  How much time are you going to have?  (Distribute the expression handout, and discussion worksheet)  Now you can start.  When time is up, I will let you know and give you directions for the next stage.  At the 2nd stage, please make a discussion/debate role play based on what you discussed. Let’s watch this clip. Imagine that all of you are now on air as a panelist like this. Decide each person’s role—a facilitator, a panelist who strongly agrees with school uniforms (for pros), and a panelist who strongly disagrees (for cons). If you want to, you can draw lots to decide the roles (give the lots). Your role could be different from your actual opinions, but pretend like it is your own opinion. Make a brief script together using the worksheet and practice to make the role play as real as possible as seen in the video clip. When you make the script, make sure you use the expressions for debates and discussion in the handout. You will be given 8 minutes.  (Demonstrate by using a video clip and filling out the first 3-4 sentences together)  ICQs  What are you going to do?  How many roles should be in the debate role play?  If the role does not match with your own opinion, what should you do?  When you make the script, what do you need to make sure you use?  Great, let’s begin. |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:** Explain what they discussed through having a debate/discussion role-play | | | **Materials:** Three chairs, name cards | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 6 min. | **In groups** | Students answer the questions.  Students show their debate role play. | | (Set up the three chairs at the front while the students are working on their role play and once the students have finished, ask them to come up)  Now it is time to show the role play you prepared.  Could you please come up here?  Who is the facilitator?  Who is for having uniforms? Who is against having uniforms?  If you are ready, you may begin.  Great job. Thank you. |
| **Notes:** | | | | |
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| **Post Task:** | | | | |
| **Aims:** Recognize the errors made during the task and use the expressions correctly | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 7 min. | **Whole class** | Students share their opinions.  Students pay attention to the error corrections by listening or participating. | | How do you think your role play went?  What did you learn? Did you face any difficulties?  **Error correction:**  On the board, write down two errors that the students made while working on the task or show what the teacher prepared for the error corrections and check the errors together**.**  **Closing:**  Wonderful job today. No homework for today. Class dismissed. See you tomorrow! |
| **Notes:** | | | | |