**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Young | 203WD | 5/Feb/2020 | TBL | 20 minutes |

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| **/Lesson** | |
| **Topic** | Debate: Single Life |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will practice debating techniques with persuasive arguments. |

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| **Materials and References** |
| <https://www.youtube.com/watch?v=vHH143snXqU> ; Call Bell; Smartphone Stopwatch; Worksheet |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 6 |
| **Detail** | This is a general English class and the students are all adults.  They are intermediate level of Korean students. Everyone in the class is very enthusiastic and engages actively in kinesthetic learning. The students are also quite accustomed to pair and group work. A few students are a little reluctant to speak out to the class, so give them chance to speak through the debating in order to open up to communicate freely. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Many are familiar with the idea of being single life. So, they are all capable of making the pros and cons of single life and some persuasive reasons. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| - Some students are likely to dominate the debate 🡪 Use Call Bell  - Students may run out of time group working and speaking their arguments 🡪 Let them know by ringing a bell  - Some students are reluctant to speak out 🡪 Let them be sure about the rule. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give good instructions. | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 20 sec  1 min  20 sec  1 min  1 min | T-S  S  T-S  S-S  T-S | Today we are going to think as to 'single life'.  Watch this short video to get some idea.  Play the video for 43 sec. Students watch, and think about single life and note some pros and cons.  Now, talk to your partner about the pros and cons of single life. You have 1 minute. Gesture for students to begin talking to their partners.  Students talk to their partners. Monitor for any use of keywords or expressions.  What's your idea? Share your ideas with the class.  Nominate 2 to 3 students to speak out.  **Debate Topic: Single life**   |  |  | | --- | --- | | **Pros** | **Cons** | | * Spend money for  self-development * No heartbreak   (from breakup)   * No limitation to make friends (Strong social network) | * Unhealthy food life * None to help you (urgency/sickness) * No financial assistance   (Single income) | |

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| **Stage Name:** Task Preparation  **Purpose of this stage:** This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  30 sec  5 min  -  10  sec | T  T-S  S-S  T  T | **Instructions**   * Now it’s time to prepare the debate. (Seating arrangement 🡪 Students to be seated properly for debate.) * (Set the groups.) You three are the pros side. Sit together here (gesture). You three are the cons side, sit there. (Wait for students to move.) * It is a team work, not an individual work. * Distribute the handouts to the students and nominate each students to read out for proper understanding. * Choose only 2 ideas from the handout for your debate. * Make a persuasive reason for each idea you have chosen. * Each speech must be finished within 40 seconds. * You have 5 minutes to prepare.   **I.C.Q.**  How many ideas do you choose from the handout? (Two.)  How long can you speak when you have your turn? (Maximum 50 seconds.) Begin now.  Students begin preparing their debate in groups. Monitor and offer tips or suggestions.  Announce when there is 2 minutes remaining. If students are still discussing their ideas when time is finished, simply announce that preparation time is finished. Time’s up. If you haven’t finished everything yet, don’t worry - just listen and talk spontaneously.  Let’s begin. (Gesture to one student to begin the debate.) Start be introducing your point, then let someone from the opposite side respond. After debating that point, someone can raise another point for debate. Continue debating for 7 minutes. Go! |

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| **Stage Name:** Task Realization  **Purpose of this stage:** This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 7 min | S-S | The nominated student and begin speaking by raising one point and allowing someone from the opposing side to respond. Once the point has been debated, a new point can be introduced. Students can refer back to previously mentioned points.  Students engage in the debate, taking turns spontaneously. Monitor from a distance noting how effective they are at presenting clear, logical statements; disagreeing or refuting; and their use of debating expressions such as ‘that may be true but…; that point does not address the topic at hand; could you give an example; what you said contradicts your previous point; what you said actually is a reason which supports our position’. |

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| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  30  sec | T  S-S  T | Do you like to be single? Why? Talk to you partners. You have 1 minutes.  Students discuss with their partners.  Collect and summarize scores.  Announce the winner and offer brief encouragement to continue engaging actively in class. Well done to everyone, next time you can prepare your own lessoning plan for more interesting debate. Thank you.  END |

**Work Sheet**

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| **Pros** | **Cons** |
| * Spend money for  self-development * No heartbreak   (from breakup)   * No limitation to make friends (strong social network) | * Unhealthy food life * None to help you (urgency/sickness) * No financial assistance   (single income) |

**Rules of the debate**

a) Each team has 10 points as basic score and 3 points will be deducted whenever a violation occurs.   
 -3 points deduction: a speech longer than 50 seconds (Call bell will ring at 40 seconds and a speaker will have 10 seconds to wrap up. If the speaker uses longer than 10 seconds (longer than 50 seconds in total), it is regarded as a violation.

b) A speaker is allowed to speak again only after the rest of his/her teammates use their turns. If violates, 3 points will be deducted.

c) Any team that interferes with the other team’s speech will get 3 points deduction.

d) A team that has more scores remained will win the debate.

**Instructor’s Comments and Assessment**

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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |