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| **Name: Date: Length of lesson: 30/ 40/ 50/ 60**Kyungjin No 27 March 2011 |
| **Class Profile:** There are five advanced level adult English learners. Mixed ages.  L1 language is Korean. Everyone is here earning their TESOL certification.  | **Lesson Fit:** This is the speaking lesson which will make Ss to communicate with other students more fluently. |
| **Materials:**  Board, markers, worksheet,  Papers for vote |
| **Main Aim:** To enable students to prepare for their roles as citizens in a pluralistic democracy, develop critical thinking skills, and improving interpersonal skills. They will accomplish this by group discussions and debating with other students.**Secondary Aims:** To enable students to promote critical thinking. Through discussion of controversial issues, students develop cognitive skills, such as constructing hypotheses and collecting and evaluating evidence. They also gain insights from sharing information with their classmates.**Personal Aims:**. As students participate in discussions, they also develop important attitudes and communication skills, such as listening carefully, responding empathetically, speaking persuasively, and cooperating readily, with others in a group. Well-managed discussions also promote tolerance of diverse viewpoints on any single issue. I hope that students will improve their communication skills by interesting debate. |
| **Anticipated Problems:** Students might not understand some lexical items related to controversial issues.Students might have trouble expressing their opinions logically. When students discuss the topic opposed to their thoughts, some students might have linguistic trouble on expressing their ideas and opinions. Students might find more controversial topic than I expected.Students may need more time than I expected.  | **Solutions:** To elicit the lexical items related to controversial issues. Prepare a worksheet and review the words with students.Through group activities, students can hear other students’ opinions and their own ideas can be organized more logically.Students can put themselves to other person’s shoes by advocating against their own thoughts.I will narrow down the range of topics by having students vote on which issue we should discuss. By checking ICQ, giving time warning to students or cutting off time and assign Ss written homework to further express their thoughts on paper. |

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| References<http://www.sac.edu/students/library/nealley/websites/controversial.htm><http://www.buzzle.com/articles/controversial-issues2010.html>http://www.ericdigests.org/pre-9218/issues.htm |

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| **Time****Interaction****3 Min****T-Whole Class** **or T-WC****5 Min****T-WC****7 Min****Individual****15 Min****S-S****5 Min****S-S****3 Min****T-WC****2 Min****T-WC** | **Stage****Lead-in****Pre-teach lexis****Freer Practice****(Pre-Task)/Controlled practice****(Main Task)****(Post-Task)****Feed-Back** | **Objective****To let Ss know about today’s topic** **To elicit the lexical items related to today’s topic to help Ss understand it.****Ss will find controversial issues as many as possible and select one interesting topic.****Ss will divide into two groups(one group will be pros and the other group will be cons) and discuss about the issue that supports their claims.** **To communicate more fluently by debating.** **Ss will speak more about their own opinions about the issue.** **Ss will reflect.**  | **Procedure****Kelly will say about today’s topic and ask the student’s what it is meaning and give some examples to let Ss know the exact meaning.** **Kelly will ask the students the lexical items related to today’s topic and give a worksheet for better understanding and go over the worksheet with Ss. (controversial, pros and cons, euthanasia, identity theft, pro-life, pro-choice, death penalty)****Kelly will give time to Ss to find controversial issues by themselves and write down all controversial issues on the board and select one issue by voting.(Give a paper for each Ss and let Ss write down two interesting issues on the paper)****(ICQ) How much time do you have? = 5min.****(CCQ) Will you do it in groups? =No****Ss will divide into two groups(one group for two and the other group for three)and select pros or cons by drawing straws.****Ss will work in two or three pairs to formulate claims on their own to support their pros and cons.** **Select one person from each group and debate about topic based on their claims which were prepared by group working and one who can persuade the other will be win.** **Kelly will ask the Ss more about their personal opinions about the issue and get more useful opinion or information.****Kelly will ask the Ss’ good and bad things about today’s debate and to improve Ss’ writing skills, let Ss write down their thoughts about today’s issue on the paper at home.**  |

Controversial : If you describe something or someone as controversial, you mean that they are the subject of intense public argument, disagreement, or disapproval.

Pros and cons: pro=for=on behalf of, con=against=in favor of

Euthanasia: Euthanasia is the practice of killing someone who is very ill and will never get better in order to end their suffering, usually done at their request or with their consent.

Identity theft : the crime of setting up and using bank accounts and credit facilities fraudulently in another person's name without his or her knowledge

Pro-life: Someone who is pro**-**life thinks that women do not have a right to choose whether or not to give birth to a child they have conceived, and that abortion is wrong in most or all circumstances

Pro-choice: Someone who is pro**-**choice thinks that women have a right to choose whether or not to give birth to a child they have conceived, and to have an abortion if they do not want the child

The death penalty: The death penalty is the punishment of death used in some countries for people who have committed very serious crimes.