Speaking Lesson Plan

|  |
| --- |
| **Topic :** The Housework, is it still the preserve of females?  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:**Cherra (Jong-sim) Joh | **Level:**Advanced Adults | **Students:**8 | **Length:**40 Minutes |

|  |
| --- |
| **Materials:**- A Picture- A Pouch and 8 pieces of paper.Four of them are yellow and four of them are blue for making 2 groups.- A green ball, a yellow ball.- A White board, board markers, an eraser.- Ss’ worksheet #1, #2, #3 (11 copies each) & Teacher’s answersheet #1 (1copy) |

|  |
| --- |
| **Aims:****[Main Aim]**- Ss will learn various ways to agree or disagree by debating on “The Housework, is it still the preserve of females?”**[Secondary Aim]**- Ss will learn how to express or assert his or her own opinion through discussion on “The Housework, is it still the preserve of females?”- Ss will also learn wait & listen to others until they finish what they would like to say.**[Personal Aim**]- Reduce TTT and encourage STT.- I want to have a meaningful lesson for me as well as for my Ss. |

|  |
| --- |
| **Language Skills:**- Listening: Ss will listen to others’ opinions through debates and presentations.- Speaking: Ss will speak by a brainstorming, activities, discussions, debates and giving advices.- Reading: Ss will read worksheets.- Writing: Ss will take notes. |
| **Language Systems:**- Phonology: none to discuss- Lexis(vocabularies): Ss will learn the meaning of “preserve” by eliciting.- Grammar: Different ways of starting sentences when you are in a debate.- Function: asserting and defending themselves.- Discourse: group discussion. |

|  |
| --- |
| **Assumptions:**- Students have already known.- Ss have basic knowledge of grammars & vocabularies.- Ss know how to express their way of thinking in simple sentences.- Ss have prior experiences with debates. |

|  |  |
| --- | --- |
| **Anticipated Errors** | **Anticipated Solutions** |
| - Ss may not understand some of lexical words.- Students may feel uncomfortable with other students’ strong disagreements.- If it’s running out of time,- If Ss finish their tasks earlier than expected, | * Eliciting the meanings of those words from Ss and providing more examples.
* Adapting a new concept. The way you get to talk is to gain possession of a little stuff.
* Teacher will give specific time frame.
* An S.O.S activity would be one of options.
 |

|  |
| --- |
| **References:**<http://claweb.cla.unipd.it/home/mcanapero/debate.htm> <http://www.eslflow.com/debateanddiscussionlessons.html><http://teachnet.com/lessonplans/social-studies/raging-debates/> <http://www.btinternet.com/~ted.power/discmfrt.html>  |

|  |
| --- |
| **Lead-In** |
| **Materials**: an image, a white board, markers, an eraser |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | T>Ss |  | **[Greeting]**Hello, how are you today?For me, I woke up very early because I needed to book train tickets for “Korean Thanksgiving day”. As you know on the road there are so many cars, traffic jams so I don’t think I can make it with my 18months daughter. Fortunately I booked and on the way to the house of my parents’-in-law, where is located in Daejeon, would be a lot easier than last year.**[Introduce]**Speaking of Korean Thanksgiving day, it makes me already tired because of housework. Who is in charge of housework in your house?(Mom)We used to have those kinds of systems but nowadays it’s getting changed because so many moms are working.Today, we’d like to take about this.Write on the board “The Housework, is it still the preserve of females?” |

|  |
| --- |
| **Pre-Activity** |
| **Materials:** a white board, markers, an eraser |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min5 min | T>SsT<>Ss | Brainstorming. Ss’ opinion on who should take control.Elicit | **[Brainstorming]**Since most of you are not married, let’s see who is keeping going to work after getting married? I know it would be a silly question.Let’s change like this. Who is going to work after getting married whatever there’re some obstacles? I won’t quit my job.Raise your hand!Good...we have the result.-Put the result on board.So, what do you think when you get married? -Have Ss to express their opinion. Write down on board.Okay...Thank you for sharing your thoughts...**[Eliciting]**Look at the title. There’s a word which you might not know.It has got several meanings but today we’d like to use in that way.* If you say that a job or activity is “preserve” of particular person or group of people, you mean they are ***the only ones who take part in it***.

-Write down on the board as below.* Synonyms : an exclusive property, an monopolized product
* Antonyms : popular or available for anyone else

**(Preserve)**As verbs… it has got the same meaning as,* Maintain
* Keep
* Continue
* Sustain
* Protect

So I can make this sentence.* Efforts to preserve the peace have failed.

**[CCQs]**Does “preserve” mean to let it go to waste not care for? => NoDoes “preserve” mean an exclusive property which means hard to get it? => YesGreat! |

|  |
| --- |
| **Main Activity** |
| **Materials:** A whiteboard, markers, an eraser, Students’ worksheet #1, #2 |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min2min1min7 min5min2min | In groups | Divide the class into two groupsT<SsSs will read worksheet #1,2 out loudSs will decide sideSs will discuss in groupsSs will present their outcome from the discussionSs will argue with other team’s opinionT>SsT<SsT<>Ss | **[Instruction]**Pls, pick up one piece of paper.We are going to do a mini debate on this topic so let’s make the class into 2 groups.Place the desks in U shape.The people who picked up the yellow papers have seats here.The people who picked up the green papers have seats there.Teacher hands out worksheet#1, #2Okay, we have got two groups...good. This worksheet shows you how to say when you agree or disagree with someone in formal and informal ways.Have the Ss to read it out loud one by one.Choi can you read it out loud from the 1st sentence?And next..Grace?Now, I will give you 2 minutes to look at the worksheet. Great!Now we are going to do a debate on **“The Housework, is it still the preserve of females?”** Let’s see whose team wants to be husbands or wives?Let the students decide for more exciting debate.I will give you 7 minutes to discuss in your group first.When you are ready to talk to other group, each member of the team will have a chance to talk.**[ICQs]**How many minutes do we have?What are all of you doing?Can we talk to the other group?Teacher should monitor each side.2minutes left! …..30seconds….. Time’s up!Now, each member of your team will insist your point.BTY I’d like you to do one thing.In this activity everyone has to be involved but sometimes only some of them talk and the rest of them don’t.That’s why I prepared balls. It’s like a baton.When you finish talking your opinion, pass it to another person who has talked for a while.**[Demonstrate]**Let me show you how to follow this instruction with the wives’ team.Show them how to do this.**[ICQs]**What are you doing?Can you give the ball to me?Can you give the ball to someone who is opposite side?Let’s have husband team first.Husband team does the presentation.If you find something you cannot totally agree with them,refer to those expressions that I gave you and interrupt with polite way.If the husbands team is so quite,Now, let’s have husbands team.Husbands’ team does the presentation.Have you found any interesting points from each team?Or is there anything you cannot agree with the other team?Also is there something you can agree with them? |

|  |
| --- |
| **Post Activity** |
| **Materials:** A whiteboard, markers, an eraser, Students’ worksheet #3 |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | In pairs | Make those sentences in order. | Teacher hands out worksheet#3Okay. Now, we are going to have a sentence organizing game.Teacher makes Ss in pairs. Good. Take a look at the articles.I’m afraid, the structure of paragraphs are out of order.With your partners, read it briefly and arrange those paragraphs in order.I will give you 3 minutes. **[ICQs]**What are you doing?How many minutes?Do you work in groups?Teacher should monitor each side30minutes…. Okay, time’s up.One of you come to the board and write down the answer.**[Closing]**Okay~You have one very well. Now you have got many ideas to say to your future husbands & wives, right? I wish you & your partners came to the same conclusion and have nice families. Good luck to you, though. It’s about time to wrap up.I hope you enjoyed the class.See you next week.  |



Student’s worksheet#1 Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocabulary for debates and discussion**

|  |  |
| --- | --- |
| **INFORMAL** | **FORMAL** |
| * In my opinion\_\_\_\_
* I think that\_\_\_\_\_
* I feel that\_\_\_\_\_\_
* I believe that\_\_\_\_\_\_
* It seems to me that\_\_\_\_\_\_\_\_
* If you ask me\_\_\_\_\_
* I'd say that\_\_\_\_\_\_\_
* The point is\_\_\_\_\_\_\_\_
* As I see it\_\_\_\_\_\_\_
* I'd say that\_\_\_\_\_\_
* The point is\_\_\_\_\_\_
 | * You know what I think... I think that\_\_\_\_
* Wouldn't you say that\_\_\_\_\_\_\_?
* Don't you agree that\_\_\_\_\_\_\_?
* I'd just like to say that\_\_\_\_\_\_
* I'd like to point out that\_\_\_\_\_\_\_
 |

**When you want someone to repeat or explain:**

* I don't understand what you mean
* Would you explain that, please?
* I'm sorry, but I didn't understand your point.
* Could you give an example?
* What do you mean by\_\_\_\_\_?

**When you want to agree with someone (in ascending order of formality):**

* You're right
* I think so, too
* I agree with you
* You could be right
* I couldn't agree more
* That's a good point
* I couldn't agree more
* I see what you mean
* That's just what I was thinking
* I agree entirely
* You know, that's exactly what I think

Student’s worksheet#2 Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**When you want to disagree with someone (in ascending order of formality):**

* Yes, but\_\_\_\_\_
* I disagree
* That's not the point
* No, I think you're wrong
* Up to a point, but\_\_\_\_\_\_\_\_
* Yes, that's quite true, but\_\_\_\_\_
* I'm not sure I quite agree
* Well, you have a point there, but\_\_\_\_\_
* Perhaps, but don't you think that\_\_\_\_\_
* I see what you mean, but\_\_\_\_\_\_\_\_
* I tend to disagree with you there
* I tend to disagree with you there

**Informal disagreement (between people you know very well)**

* I can't agree with you there
* You can't be serious!!
* Come off it!
* Don't be silly!

|  |
| --- |
| **When you want to persuade someone:*** You must admit that\_\_\_
* Do you really believe that\_\_\_\_\_?
* Don't you think that\_\_\_\_\_\_?
* Don't you agree that\_\_\_\_?
 |

Student’s worksheet#3 Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#1. Some men are careful to avoid accusations of *sexism* and *sexual harassment* while others have reacted by campaigning for **"***men's rights***"**.

#2. During the twentieth century, women in Britain have had to *campaign* vigorously for *equal rights* - the *right to education*, the *right to vote*and the *right to work* in posts traditionally reserved for men. It was largely through *war-work* that women proved their *capabilities*.

#3. By 1997, over a million of Britain's four million small businesses were run by women. Many of these women had left corporate life because of their difficulties in progressing in large organisations, especially in the world of finance, where men are generally favoured for the top managerial posts.

#4. In the British General Election in 1997, some of the most powerful men in the country lost their seats to *professionally successful women*. One hundred and nineteen women were elected to the House of Commons and five women secured Cabinet posts.

#5. More recently, they have been *outperforming* men in public examinations. *Women's rights* campaigns have focused particularly on language and thought. Terms such as "*chairman*" have been changed to more neutral descriptions such as "*chair*" or less ambiguous alternatives such as "*president*". This is part of the recent concept known as **"***political correctness***"**.

( ) => ( ) => ( ) => ( ) => ( )

Teacher’s answerheet#1 Class & Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the British General Election in 1997, some of the most powerful men in the country lost their seats to *professionally successful women*. One hundred and nineteen women were elected to the House of Commons and five women secured Cabinet posts.

By 1997, over a million of Britain's four million small businesses were run by women. Many of these women had left corporate life because of their difficulties in progressing in large organisations, especially in the world of finance, where men are generally favoured for the top managerial posts.

During the twentieth century, women in Britain have had to *campaign* vigorously for *equal rights* - the *right to education*, the *right to vote*and the *right to work* in posts traditionally reserved for men. It was largely through *war-work* that women proved their *capabilities*.

More recently, they have been *outperforming* men in public examinations. *Women's rights* campaigns have focused particularly on language and thought. Terms such as "*chairman*" have been changed to more neutral descriptions such as "*chair*" or less ambiguous alternatives such as "*president*". This is part of the recent concept known as **"***political correctness***"**.

Some men are careful to avoid accusations of *sexism* and *sexual harassment* while others have reacted by campaigning for **"***men's rights***"**.