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| **What Would You Do in These Dilemma Situations?** |
| **Instructor:**Lee Jinhee | **Level:**Intermediate | **Students:**12 Ss | **Length:**30minutes |
| **Materials:*** White board & Markers
* 12 situations printed
* 12 chopsticks and glue (for the main activity)
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| **Aims:*** Ss will improve in speaking fluency by sharing their own opinion with the class about the situations given individually
* Ss will practice to use first conditional by giving advice of the situations to their group
* Ss will learn to solve problems creatively through imagining many situations
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| **Language Skills:*** *Reading:* Reading the card in which each situations are given
* *Writing:* Take notes of other’s opinion for the problem solving
* *Listening:* Listening to group’s and class opinion
* *Speaking:* Sharing their own solution for each situations
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| **Language systems:*** *Function:* Asking for opinions, giving advice for problem solving
* *Phonology:* Pronunciation while speaking
* *Lexis:* 3 new vocabularies taught
* *Grammar:* First conditional used to give advice
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| **Assumptions:*** The problems/situations given are straightforward and interesting for students
* Ss are used to ‘first conditional’
* Ss know the teacher’s pace of teaching
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| **Anticipated Errors and Solutions:*** Some problems/situations may seem unrealistic for students
* Divide when giving situations into married and single students.
* The problem solving discussions may lack of dept because of too many topics
* Spend enough time for each given situation
* Some Ss may need lots of time to think, some may not.
* Give students time limit and warnings
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| **References:**David Holmes, ‘Speaking Activities for the Classroom – Noble path’, 2004, <http://www.noblepath.info/speaking/apeaking_activities.pdf> |

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| **Pre-task** |
| **Materials:** White board and Markers |
| **Time**3mins | **Set up**Whole class | **Procedure**T: Good morning. How are you all? Good. Today we are going to do some fun speaking activity. <Introduction of Task>Have anyone here been in a difficult situation requiring a choice between two undesirable options? (Listen to answers)I think you may have. A simple and straightforward example is seats on the subway. As you all know, Seoul subway is sometimes called the ‘hell-gate’. Little seats and too many people. People push and pull each other, shout or swear and also your bag can sometimes fly. But imagine, one tiring day you were so lucky that you got a seat! But as soon as you sat, a woman, not too old but definitely older than you stands in front of you looking at you. Then, you would have two undesirable options. One is to give away your seat but you would be tired. Second is to act like you know nothing but you can sense her looking at you the whole ride. Now you have two difficult choices. What is this situation called?(It is also a title of a song!)*Vocabulary*It is called the “Dilemma situation”. Today we are going to talk about;-**<Write on board: What would you do in these dilemma situations?>**  |

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| **Task Preparation** |
| **Materials:** White board and Markers, Chopsticks |
| **Time**5mins2mins6mins | **Set up**Whole classWhole classIndividuallyIn groups | **Procedure**Instruction:T: I have collected 11 short dilemma situations. You should pick one each but DO NOT open it yet. **<Give out chopsticks>**CCQ: Do you open it now? / Good.*Vocabulary*There are 2 vocabularies I want to teach you.1. Grading on a curve

**Elicit:** What grading do university Ss have? Instead of judging by individual percentage, it depends on the whole class ranking. Yes, it is called the “Grading on a curve” <WRITE ON BOARD>**CCQ:** 1. Does grading on a curve depend on indv. Percentage?
2. Scraped

Elicit: You saw a scratch on your car. Then we say this, you car has been \_\_\_\_\_\_\_\_ by someone. Yes, it is called the ‘Scraped’<WRITE ON BOARD>**CCQ:**1. Where do you go when your car is scraped?

Demonstration:Inside your own chopstick, you have the dilemma situation you will be facing. When I open mine, its written ‘You witnessed your good friend cheating on a (curved) test.’ Then I would answer, “I would just act like I didn’t see. It’s unfair but I believe that the teacher will eventually find out from other Ss. I have experienced this in my university. The teacher couldn’t do the retest for 60 Ss, so he punished them in other way. Remember that the world still moves on without us getting involved, sad story”.Anyways, so think of your own answer in the form of “I would…”. I will give you 1 minute.<WRITE ON BOARD: “I WOULD…”>**CCQ:**a.Do you work in group?b. Do you think of your own answer?Instructions continued:Now, in groups of 4, first, please share you answers and second, give advices to your friend as well in the form of first conditional.Do you remember?Good. It’s the form of, “If I were you, I would…”Please share and I’ll give you 5minutes.<WRITE ON BOARD: “If I were you, I would…”>**CCQ:**a. Do you work alone?b. What are the two things you have to do?Good. You may begin. |

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| **Task Realization** |
| **Materials:** White board and Markers |
| **Time**8mins | **Set up**Whole class | **Procedure**Now, let’s share with the whole class. Tell the class what problems you had and how you would solve it. Also, add if there were any interesting answers in the group discussion.*Listen to each situations** After each situation, ask the Ss or pick one S for their opinion.

**Ex.** What would you do, MJ?Great.  |

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| **Post Task** |
| **Materials:** White board and Markers |
| **Time**4mins | **Set up**Whole class | **Procedure**Good. So who do think gave the most realistic or creative solutions? *Point out some creative answers I have heard*Have some of you actually experienced one of these dilemma situations in real life?Interesting.Error correction (if I notice through the monitoring)If non, *move on.*I know everyone LOVED the activity. But sadly, I’m not teaching in this school anymore. Sorry for leaving and thank you! |