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| TITLE | Britain Parliamentary Debate | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Joon | | | | Advanced | Over 18 | 6 | 90 |
| MATERIALS | | | | | | | |
| Board, marker, computer(connected with Internet), speaker, stopwatch, bell, team sign | | | | | | | |
| AIMS 1. | | Practice speaking skills by debating each other | | | | | |
| **2.** | | Develop argumentation skills by writing and persuasive speech | | | | | |
| 3. | | Explore fluent speaking skills by discussing and sharing information | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Opposite team’s arguments | | | | |
| Speaking | | | Own opinion with persuasive speech | | | | |
| Reading | | | Supporting information | | | | |
| Writing | | | Own arguments | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Understand each other with accurate pronunciation. ex) legalized vs. illegalized | | | | |
| Lexis | | | Learn new debating words and expressions. ex) rebuttal, deputy, behalf of~ | | | | |
| Grammar | | | Acquire grammar while providing arguments | | | | |
| Discourse | | | Debate | | | | |
| Functions | | | Persuade opposite team by expressing opinions | | | | |
| ASSUMPTIONS | | | | | | | |
| Student know the basic concept of debate | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Students might find difficulties to provide perfect grammar in argument  🡪 encourage them this debate is focused on speaking fluency not accuracy | | | | | | | |
| REFERENCES | | | | | | | |
| JTBC program, “학교 다녀오겠습니다” “비정상회담” | | | | | | | |
| NOTES | | | | | | | |
| Only Question Activity – who answers loseChair Activity - one person seat on the chair in front of the class and guess right vocabulary  3) Tale Activity – Say work with last person’s last letter  4) Letter Activity – Give Ss 6 letters to make 5 vocabulary words and 2 sentences and present | | | | | | | |

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| PRETASK TITLE | | | Warm-up | | |
| AIMS | | | | MATERIALS | |
| Get students’ interest and encourage them to participate in debate | | | | Board, marker, computer (connected with Internet), speaker | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 1-3min | Whole Class | Understand language fluency much more important than language accuracy to express opinion | | | Play video |
| 1min | Whole Class | Understand today’s activity is the debate | | | Introduce activity |
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| NOTES | | | | | |
| Play 1 video clip \*provided links for several video clips in case of not playing (technical difficulty) <https://www.youtube.com/watch?v=BWAwpgLcymc> or <http://tvcast.naver.com/v/363083>, | | | | | |

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| TASK PREPARATION TITLE | | | Be Gentleman | | |
| AIMS | | | | MATERIALS | |
| Arrange team and learn rules/vocabulary | | | | Board, marker, computer(show prepared pictures), stopwatch, bell, team sign | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3min | Whole Class | Understand today’s activity is the debate on “Same sex marriage” argument | | | Introduce topic  \*use page1 of powerpoint or video clip |
| 3-5min | Whole Class | Study new vocabulary by learning the meaning or the synonyms/antonyms | | | Introduce new vocabulary |
| 2-3min | Whole Class | Decide affirmative or opposition team  \* decide team by preference is the best, if this is not the case decide by side of hands(da-dan-chi game) | | | Arrange team |
| 3-5min | Whole Class | Understand debate rules which are  1) Run by Britain parliamentary concept  2) Every person has 1 chance to speak for 4 minutes  by turns (turns by seating, start with prime minister of affirmative team 🡪 leader of opposition team 🡪 deputy of affirmative team 🡪 deputy of opposition team 🡪 government reply of affirmative team 🡪 reply of opposition team  3) Can express rebuttal during argument by hand-up,  but can be deny by person who is speaking | | | Introduce rules  \*use page 2,3 of powerpoint |
| NOTES | | | | | |
| Show powerpoint or play video to explain topic  - Worksheet (powerpoint) page 1 <http://home.jtbc.joins.com/Clip/VodClipView.aspx?prog_id=PR10010318&menu_id=PM10025018&epis_id=EP10023392&vod_file_id=VO10068821>  \*Britain parliamentary concept is a tool that student politely debate each other | | | | | |

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| TASK REALISATION TITLE | | | Britain Parliamentary | | |
| AIMS | | | | MATERIALS | |
| Practice making and stating arguments | | | | Stopwatch, bell, team sign | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 30-43min | Group | Research information to support their own team | | | Introduce tools |
| 24-30min | Group | Give argument speech by turns in front of the class | | | Guide turns and keep time |
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| NOTES | | | | | |
| Teacher is time keeper, so ring the bell as argument is over 4 minutes. | | | | | |

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| POST TASK TITLE | | | Wrap-up | | |
| AIMS | | | | MATERIALS | |
| Comments and discuss on arguments | | | |  | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 7-10min | Whole Class | Share thoughts on each other’s arguments and teacher’s comments | | | Give comments on arguments |
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| NOTES | | | | | |
| Do not need to decide the winner, it is important to understand each other’s opinion and share their thoughts | | | | | |

Power Pointe Page 1



Power Pointe Page 2, 3

