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| **Listening**  Speaking  Reading  Grammar  Writing |
| **Topic: Arguing** |

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| Instructor:  Lizzie (Yun-ji Han) | Level:  **Intermediate** | Students:  **16** | Length:  **40 Minutes** |

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| Materials:   * A computer, beam projector, speaker * A video of scene from Little Mermaid on Youtube (2:12 / Title: The Little Mermaid) * A picture of two people fighting with anger * Words/Idioms worksheet (17 copies) * Comprehension questions worksheet (17 copies) * Script (17 copies) * 4 Copies of Pictures of King Triton, Ariel, Flounder, and Sebastian with string so that students can wear it * Crossword worksheet (17 copies) |

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| Aims:   * To understand and explain why King Triton and Ariel are arguing by listening their conversation * To learn vocabularies from the conversation * To speak about their experiences of arguing with their feelings at that time. |

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| Language Skills:   * Listening: Listen to King Triton and Ariel’s conversation and classmates’ experiences and opinions * Speaking: Talk about students’ experiences of fighting in pairs and share their opinions on the class * Reading: Read the comprehension questions |

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| Language Systems:   * Phonology: sounds of words * Lexis: words in the conversation * Function: how words and idioms are used * Discourse: how the lines are related |

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| Assumptions:  Students already:   * Watched the Little Mermaid before with Korean subtitle and Know the story * Argued with someone before   Students are 16 years old. |

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| Anticipated Problems and Solutions:  Students may not understand detailed the reason of fighting in the video.   * Provide the script * Talk what happened before the fighting * Chunk the listening (pause-play-pause-play) |

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| References:  <https://www.youtube.com/watch?v=Rlu9IOzUrn0> |

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| **Lead-In** | | | |
| Materials:  A picture of two people fighting with anger | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min. | Whole class | Listening TT  Look at the picture  And answer T’s Qs. | Greeting - Good morning, everyone? How are you? How did you sleep last night?  Eliciting  : (Showing the picture of two people fighting)  What are these people in the picture doing?  (Students answer)  Why do you think they are arguing?  (Students answer) |

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| **Pre-Activity** | | | |
| Materials: No need | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min.  3 min.  1 min. | Whole Class  Pair  Whole Class | Listen to T    Answer to CCQs  Talk about experiences of argument  Listen to T  And Answer Qs | Today, we will watch an arguing scene from the Little Mermaid.  Instruction  Before we do that, everyone has an experience of arguing. I will give you 3 minutes to talk to your partner about who you argued with and why you had argument.  Demonstration  I had an argument with my sister the other day because she often wears my clothes without telling me.  CCQs  1. How many minutes do you have?  2. Who do you talk to?  (STT)  Ok. How was your partner’s experience?  (Ss Answer) |

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| **Main Activity** | | | |
| Materials:  Computer, Speaker, Beam projector, a video of scene from Little Mermaid on Youtube (2:12 / Title: The Little Mermaid), Words/Idioms Worksheet, Comprehension Question Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min.  2 min.  3min.  2 min.  2 min.  2 min.  2 min.  2 min. | Whole class  Individual and pairs  Whole Class | Listen to T  Answer to CCQs  Watch the video.  Listen to T  And answer to Qs.  Answer to CCQ  Watch the video  while answer to the Q from the hand-outs  Check out the answers  Listen to T  Answer to CCQs  Match the words and correct the answers  Check the meaning of words one more time with T | Instructions  Now, focus on the screen. We are going to watch an arguing scene, finally! We will watch this twice. For the first time we watch, we will look at the King Triton, Ariel and others’ facial expressions. After we watch the scene, we will answer 4 Qs.  CCQs  1. How many times are we going to listen to it?  2. How many questions we will answer in the second time we watch?  (Play the video for the first time)  How was it? Were you able to understand the conversation?  (Ss answer)  Now, I am going to give you the paper of the questions. This time, you will answer the questions while you watch.  (Give out comprehension question worksheet)  Instructions  I will give you one minute to read and after one minute, we are going to watch it one more time.  CCQ  How many minute do we have for reading the questions?  (Ss answer)  Okay, let’s watch it for the second time  Were you able to answer the Qs?  (Check the answers with Ss)  Excellent!  Now that everybody has done answering the questions, we are going to do one more activity of matching words. How fun is that?  (Give words/idioms worksheet)  I will give you 1 minute of matching the words and the other 1 minute to correct them with your partner.  CCQs  1. What do we need to do for the first 1 minute?  2. And what do we need to do for the second 1 minute?  (Ss do the matching work and correct with each other)  Are you done? How did you do? Let’s go over one word by one word.  (Confirm their understanding by checking together)  Good job! Good work, everyone. |

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| **Post Activity** | | | |
| Materials:  Script, 4 Copies of each pictures of King Triton, Ariel, Flounder, and Sebastian with string | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min.  9 min.  1 min.  4 min. | Whole Class  4 Groups  (4 Ss for each group)  Whole Class | Listen to T  Form four groups,  pick roles for themselves,  participate in role play  Listen to T  Share the opinions about the class | How are you doing everyone? Now we have one last activity, ROLE PLAY!  Instructions  Please make 4 groups. Each group will have 4 people with roles of King Triton, Ariel, Flounder, and Sebastian. Here are the pictures to wear and the scripts  (Hand out the pictures with string and the scripts)  I will give you 10 minutes to enjoy role play. Let’s begin.  (While Ss enjoy role play,  monitor each groups how they are doing)  I guess everybody enjoyed playing the roles. Good job.  Now that we have 4 minutes to finish the class, we are going to share opinions on the class one by one by in turns. You can tell us what you have enjoyed and what you did not like about the class.  (Ss sharing their opinions)  Thank you everyone for sharing your valuable opinions. I really appreciate it. Based on the opinions you just gave, I will plan the next class. Thank you everyone. See you next time! |
| **SOS Activities** | | | |
| Materials:  Finding hidden words worksheet, chocolates | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min.  3 min. | Whole Class  Individually  And later,  Whole Class | Listen to T  Find the hidden words  And S who finds all the hidden words puts hand up and he has finished it. | I have prepared this worksheet for you guys. (Hand out the worksheet as I explain)  Instructions  Please find the hidden words and a person who finds the words the quickest will be rewarded. I will give you 3 minutes. Let’s begin.  Wow! OO has finished finding all the hidden words the quickest. Please come front of the class and here you go.  (S so happy with chocolate. If there is one more S who has done, give them)  OO has finished the quickest, but I would like to thank everyone for participating hard in this activity. Thank you everyone. |

Materials

**1. Script**

Triton: I just don't know what we're going to do with you, young lady.

Ariel: Daddy, I'm sorry, I just forgot, I -

Triton: As a result of your **careless** behaviour -

Sebastian: Careless and **reckless** behaviour!

Triton: - the entire celebration was, er -

Sebastian: Well, it was ruined! That's all. Completely **destroyed**! This

concert was to be the **pinnacle** of my distinguished career. Now thanks to

you I am the **laughing stock** of the entire kingdom!

Flounder: But it wasn't her fault! Ah - well - first, ahh, this shark chased us

- yeah - yeah! And we tried to - but we couldn't - and - grrrrrrrrr - and -

and we - whoooaaaaaa - oh, and then we were safe. But then this seagull came,

and it was this is this, and that is that, and -

Triton: Seagull? What? Oh - you went up to the surface again, didn't you?

**DIDN'T YOU?**

Ariel: Nothing - happened. . . .

Triton: Oh, Ariel, How many times must we go through this? You could've been

seen by one of those **barbarians** - by - by one of those humans!

Ariel: Daddy, they're not barbarians!

Triton: They're dangerous. Do you think I want to see my youngest daughter

snared by some **fish-eater's hook**?

Ariel: I'm sixteen years old - I'm not a child anymore -

Triton: Don't you take that tone of voice with me young lady. As long as you

live under my ocean, you'll obey my rules!

Ariel: But if you would just listen -

Triton: Not another word - and I am never, NEVER to hear of you going to the

**surface** again. Is that clear? (Ariel leaves, crying.)

Sebastian: Hm! Teenagers. . . . They think they know everything. You **give**

**them an inch, they swim all over you.**

Triton: Do you, er, think I - I was too hard on her?

Sebastian: Definitely not. Why, if Ariel was my daughter, I'd show her who was

boss. None of this "flitting to the surface" and other such nonsense. No,

sir - I'd keep her **under** tight **control.**

Triton: You're absolutely right, Sebastian.

Sebastian: Of course.

Triton: Ariel needs constant **supervision**.

Sebastian: Constant.

Triton: Someone to watch over her - to **keep** her **out of trouble**.

Sebastian: All the time -

Triton: And YOU are just the crab to do it.

**2. Words/Idions Worksheet**

**1. careless ★To behave well; to not do anything bad**

**2. reckless ★a person or thing that is regarded as very foolish**

**3. destroyed ★the highest point as of success, power, fame..**

**4. pinnacle ★uncivilized person**

**5. laughing stock ★without caution**

**6. barbarians ★the act of overweening**

**7. surface ★not paying enough attention to what one does**

**8. give them an inch, they swim all over you ★limited to do what they want to do**

**9. under control ★the top layer of something**

**10. supervision ★someone who has been given a small amount of**

**power to do something, and then has tried to get a lot more**

**11. keep out of trouble ★something is damaged so badly that it can’t be used**

**3. Comprehension Questions Worksheet**

**1. Why King Triton is angry?**

➀Because Ariel has missed the concert

➁Because Ariel has forgot her stuffs

➂Because Ariel and flounder was fighting

➃Because Ariel become a friend of a human

**2. Who did Ariel and Flounder meet?**

➀Human and a dog

➁Dogs and cats

➂Shark and seagull

➃Barbarians

**3. Ariel is King Triton’s \_\_\_\_\_\_\_\_\_\_\_ daughter.**

➀prettiest

➁youngest

➂ugliest

➃cutest

**4. How old is Ariel?**

➀17

➁19

➂13

➃16

**4. Picture(used in the lead-in part)**



**5. Picture(used for SOS activity)**

