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| **Topic: What is more important? Love or Money?** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Byun, You Sun  (Chloe) | Intermediate | Adult | 15 | 20 mins. |
| **Materials:** debate, real play, Videos, scripts to read out loud(15 pages) | | | | |
| **Aims:**  To make students develop there fluency in speaking, pronunciation, intonation as well as their sociolinguistics by sharing their own ideas on the topic. | | | | |
| **Language Skills:** Speaking, Reading, Writing, Listening | | | | |
| **Language Systems:** Phonology, Function, Discourse | | | | |
| **Assumptions:** Some students might have some life experiences to share (those who are already married), pros and cons to their classmates. | | | | |
| **Anticipated Errors and Solutions:**  -Ss stop conversations due to lack of ideas after several questions or by sharing ideas.  T tries to lead the conversation and give another related topic to the students so they could keep the discussion to go on.  -Ss might have some defensive or negative opinions on the topic (ie. a gender issue, divorce, religious).  T tries not to interfere in the middle of their conversation because this activity is focused on STT, but if the conversation gets too aggressive, then t should stop the conversation. | | | | |
| **References:**  Answers, F. (2014, March 10). Finding Answers - What Is More Important: Love Or Money? Retrieved from https://www.youtube.com/watch?v=N9Eo7yoMEX4  Timesaver Speaking Activities. (n.d.). Retrieved from Febulary 01. 2019 <https://www.scribd.com/doc/312919819/Timesaver-Speaking-Activities>  Debate Forum. (n.d.). Retrieved from Feburary 02. 2019  http://www.createdebate.com/debate/show/What\_is\_more\_important\_Love\_or\_Money | | | | |
| **Notes:** | | | | |

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| **Pre-Task: Use materials such as picture/ text to lead into the topic and announce the task.** | | | | |
| **Aims:** To make ss to be interested in the main topic for the class. | | | **Materials:**  Youtube, and audio. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 mins.**  1 min.  1min.  1min. | The front board is ready. | Ss watches the video.  Answers to t’s questions. | | Greeting  Hello everyone, how was the long holidays?  Did you have delicious food? what kinds of food? Did anyone visit their hometown?  Nice-, I also had a great holiday.  Today, we are going to have a discussion about “money and love.”  Our main task is a real play.  *(show ss the video on Youtube)*  *while students are watching the video, t write down the target sentences.*  Brainstroming   * What are they doing? * What were the questions? * How did people answer the questions?   A quick debate.  So, money vs love, let’s do a debate on this. I think the money goes first, please put your hands up. Anyone?  *Do a quick debate on money vs love.*  *\*Ask students*  Which is important? money? or love?  why do you think money is better?  why do you think love is better?  Move on to the next activity. |
| **Task Preparation:** **Ss prepare for a practice role play. T offers guidance.** | | | | |
| **Aims:** Ss can share ideas by having discussions, and have their own understandings on the topic. Ss can come up with their ideas, practice on their intonation, sociolinguistics, and pronunciations. | | | **Materials:** Scripts for each group to prepare their real plays.  (Given situations, topics, and roles.) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **13 mins.**  1 min.  2 mins.  10 mins. |  | \*Ss change their seats  (5 groups of 3 people)  students answer.  **\*Students Talking Time\***  Students prepare for the real plays. | | --Give instruction for the following  activity(real play).  \*Ask students to seat into groups.  For the preparing real plays,  I am going to divide the class into 5 groups of 3 people.  *\*write down ss’ names on the board.*  please change your seats.  T has 4 name tags in my hands.  Ask Inner 4 students turn around and do rock scissor papers.  Ask ss to pick one paper, and to make a real play for the given situation, and topic, and roles.  *\*\*\*\*\*\*\*Check the clock.*  I am going to give you 10 mins.  **ICQ**  What are we going to do?  How much time are you going to have?  Yes, let’s start.  Take notes(error correction if needed)  while ss are preparing for their real plays. |
| **Task Realization: Each group performs/present their tasks.** | | | | |
| **Aims:** All students naturally participate and act out in the class. Some shy ss could have less pressure. | | | **Materials:** Short scrips per group. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 mins.** |  | Group Presentation.Real plays. | | Take notes, chants with students**.**  *Give treats to each group when they finished with their real-plays.* |
| **Post Task: Feedback and Evaluation.** | | | | |
| **Aims:** Give ss encourage to speak. Free talking improvement. | | | **Materials:** Feedback. | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min.** |  | Answering the questions. | | **Feedbacks and another debate.**  **CCQ for closing.**  Give feedback and share opinions on other groups performance.  How other groups performances?  Any thoughts?  (If there’s silence gives them 10 to 20 secs.)  I thought --- was stood out.  (T gives feedback first.)  **CCQ**  Do a quick debate on money vs love again, if anyone changed their minds ask the reason again.  So! another and the last debate for the money vs love?  Thank you for your participation and great works! |