**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Suzy Lee | 208WD | 6/17/2020 | TBL | 25 minutes |

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| **Lesson** | |
| **Topic** | Debate : Living together before marriage |
| **Main Aim** | Students will practice their speaking fluency |
| **Secondary Aim** | Students will learn to speak persuasively |

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| **Materials and References** |
| [**https://www.youtube.com/watch?v=rjda\_eSob1c&feature=share**](https://www.youtube.com/watch?v=rjda_eSob1c&feature=share)  **Pen, Board and dice** |

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| **Student Profile** | | | | | |
| **Level** | | | Advanced | | |
| **Age** | | | Adult | **Number of Students** | 6 |
| **Detail** | | | This is a general English class and students are highly motivated learners. The students are all Koreans, and enjoy debating. They are used to pair work, but still need to be relaxed before they communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | | | |
| Students know about couples want to live in together before they get married. Some of our students’ friends have experienced living in together with their loved ones. All students may have different opinions about living in together. Also, they are unfamiliar with formal debating. | | | | | |
| **Anticipated Difficulties and their Solutions:** | | | | | |
| Some students are likely to dominate the debate 🡪 use dice  Time: the debate points may not all be debated before time runs out 🡪 announce time is finished to end the debate  Desk arrangement: moving desks, spilling drinks 🡪 clear desks of everything before the lesson  Technical failure 🡪 use my smartphone as a backup | | | | | |
| **My Personal Aim** | | | | | |
| What I hope most to demonstrate in this lesson is the ability to help students debate effectively and  show them how to talk in a polite way even though they have different opinions about a statement. | | | | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | | | | |
| **Materials:** List all materials that will be needed in this stage. | | | | | |
| **Time** | **Interaction** | **Procedure** | | | |
| 30sec  2 min  2 min | T-S  S  T-S | Today we are going to find out how others think about living in before you get married and we will debate to decide if it helps couples beforehand. (Board the topic: Living in before marriage).  Watch this short video. As you watch, note down some of the pros and cons. Talk to your partners about your ideas.. .  Play the video for 2 minutes. Students watch, and learn about how others think about living in before marriage and note some pros and cons.  Let’s brainstorm ideas about the pros and cons living in before marriage. Call out your ideas and I will write it down. (Encourage ideas from all students.)  Create a list of pros on cons on the board. Add the points below if needed.  Debate Topic: Anger Rooms Help People.   |  |  | | --- | --- | | Pros | Cons | | * See how they live * See how they spend and how much debts they have. | * More arguments * Lose your individuality | | | | |
| **Stage Name:** Task Preparation  **Purpose of this stage:** This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. | | | | | |
| **Materials:** List all materials that will be needed in this stage. | | | | | |
| **Time** | **Interaction** | **Procedure** | | | |
| 30sec  2min  1min  5 min  30sec-  1 min | T  S-S  T  S-S  T  T | **Instructions**   * In partners of two, discuss what ideas you have. * Students start discussing their ideas with their partners. * Now it’s time to prepare the debate. Move your desks into two islands. (Wait for students to move the desks.) * (Set the groups.) You three are the pro side. Sit together here (gesture). You three are the con side, sit there. (Wait for students to move.) * Use two ideas that you have discussed with your partners in your debate. Prepare what to say to convince everyone why your position is correct. Also, be ready to challenge what the other side says if you think it doesn’t make sense. * You have 5 minutes to prepare.   I.C.Q. What is the topic of the debate? (Living together before marriage.)  How many points will you use in the debate? (2) Begin now.  Students begin preparing their debate in groups. Monitor and offer tips or suggestions.  Announce when there is 2 minutes remaining. If students are still discussing their ideas when time is finished, simply announce that preparation time is finished. **Time’s up**. If you haven’t finished everything yet, don’t worry - just listen and talk spontaneously.  Let’s begin by rolling the dice and deciding which side would start first. (Gesture to one student to begin the debate.) Start introducing your point, then let someone from the opposite side respond. After debating that point, someone can raise another point for debate. Continue debating for 5 minutes. Go! | | | |

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| **Stage Name:** Task Realization  **Purpose of this stage:** This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 5 min | S-S | The nominated student begins speaking by bringing up one point that they discussed about and allowing someone from the opposing side to respond. Once the point has been debated, a new point can be introduced. Students can refer back to previously mentioned points.  Students engage in the debate, taking turns spontaneously. Monitor from a distance noting how effective they are at presenting clear, logical statements; disagreeing or refuting; and their use of debating expressions such as ‘that may be true but…; that point does not address the topic at hand; could you give an example; what you said contradicts your previous point; what you said actually is a reason which supports our position’. |

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| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  2 min  30sec | T  S-S  T | Now talk to your partner about when your child wants to move in with their loved ones, would you agree or disagree? You have 2 minutes.  Students discuss with their partners.  Announce the winner or end it with neutral. Offer brief encouragement to continue engaging actively in class. “Well done everyone. Every opinion was strong and very persuasive. Debating is when you think about what the other side might say before you speak and I think you all made it through!.  END |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |