План-конспект уроку з застосуванням **інтерактивного методу дебатів** для рівня B2/B2+.

The topic: People and Society

The objectives: to develop listening skills ( listening for identifying the speakers),to develop speaking skills and foster oral interaction skills .

The lesson outcomes: students will be able to present their arguments in a debate “ The modern generation of teenagers is less well behaved than previous generations of teenagers” and support their opinions effectively with functional English giving opinions and examples.

The procedure:

1. Naming the objectives: T: Look at the photo and try to guess the topic of the lesson(brainstorming).

T: We are going to talk about young people`s behaviour today. In particular, you are going to learn to present arguments supporting your views in a debate .

1. Lead-in: the pupils are put in groups of three , their attention is focused on the photograph again, they must answer the questions:

* How old do you think these people are?
* What are they doing?
* What were they doing before this photo was taken?
* And what are they going to do next?

The pupils share their ideas in their groups, then brainstorm some ideas as a class. They briefly discuss what other groups in society (younger teens, adults , old people) feel and think when they see groups of teenagers like this.

3. The pupils read out the presentation task: “ The modern generation of teenagers is less well behaved than previous generations of teenagers” and briefly discuss their reactions with a partner then share their reactions in open class.

4. The pupils are referred to the speaking tip:

When you make notes, you do not need to make complete sentences. Just record the main ideas, for example:  *Parents say this – but not true.*

Individually, the pupils brainstorm as many ideas as possible in support of their opinion of the presentation task and note them down.

5. Listening activity for identifying the speakers.

a) The pupils listen to Helen and Mark, two British teenagers, debating the presentation task with their teachers.

Transcript for the activity:

*Helen: The first thing I`d like to say is that I disagree with the statement. I don`t believe that this generation of teenagers is any less well behaved than previous generations. First of all , we often see reports on the TV or read in the newspapers that teenagers are out of control. However , in my view this has always happened. The older generation is always critical of young people. My parents` generation , for instance , was criticized for being disrespectful and disobedient.*

*Teacher: But looking back , that kind of disrespect and disobedience was quite minor , wasn`t it ? The problems with teenagers today are far more serious: gangs, drugs, crime. Isn`t that true ?*

*Helen: I don`t think it is , in my opinion. The problem is that adults don`t understand teenagers and frequently misinterpret their behavior. For instance, teenagers often hang around in large groups and are sometimes a bit noisy. Some adults find this behavior frightening or intimidating – they talk about `gangs of teenagers` - but most teenagers don`t cause trouble. They enjoy meeting up with people of their own age. It`s natural.*

*Teacher: But surely, in the past, young people had more respect for authority – and more respect for adults.*

*Helen: I disagree with that. I believe older people need to make more of an effort to understand teenagers and not to stereotype them. If they did that, they`d realize that most teenagers are in fact well behaved.*

*Mark: I`d like to begin by saying that I disagree with the statement. I believe that teenagers nowadays are less well behaved than, say, our parents were when they were teenagers. There are numerous examples of how standards of teenage behavior have declined. Firstly, teachers complain that students are disrespectful and that they will not do as they are told. Furthermore, they use bad language in the classroom. In my opinion, discipline in schools isn`t as good as it used to be. My father would have been severely punished if he had misbehaved in school.*

*Teacher: But you don`t use bad language or misbehave, do you? Nobody in this classroom does. You`re all very mature , responsible students. What makes you think school students are so bad?*

*Mark: I`ve read about it…in the newspapers. And there are stories on TV. Everybody knows there`s a problem with discipline in schools. And it isn`t just in school. Parents have less control over teenagers nowadays , so they are less well behaved at home too. They spend too much time watching TV or playing computer games. What`s more , they are often allowed to stay out late and sometimes the parents don`t know where they are.*

*Teacher: So teenagers have more freedom these days. Won`t that make them more responsible and mature , at least in the long run? Perhaps in the past , there wasn`t enough freedom.*

*Mark: I don`t agree. Teenagers are too young to be given so much freedom, If you let them do whatever they want, they make bad choices which can ruin their lives. For instance , teenagers nowadays are more likely to drink alcohol or take drugs than they were before. Many boys become aggressive when they are drunk and cause trouble in towns , especially at night. People who take drugs often steal money in order to pay for their drugs.*

Comprehension questions:

Who says these things, Helen or Mark? Write H or M for the following:

* Firstly, teachers complain that students are disrespectful and that they will not do as they are told.
* The older generation is always critical of young people.
* I believe that teenagers nowadays are less well behaved than , say, our parents were when they were teenagers.
* The problem is that adults don`t understand teenagers and frequently misinterpret their behavior.
* I believe older people need to make more of an effort to understand teenagers and not to stereotype them.
* Many boys become aggressive when they are drunk and cause trouble in town , especially at night.
* I don`t believe that this generation of teenagers is any less well behaved than previous generations.
* Parents have less control over teenagers nowadays , so they are less well behaved at home too.

The pupils listen twice and compare their opinions with a partner before open class feedback.

b) With their partner the pupils are to discuss whether Mark or Helen is more convincing and give justification .

6. Work in pairs ( ideally the pupils should be paired so that they work with somebody who shares their view or stronger pupils should be paired with weaker ones).

The pupils compare their notes from activity 4. If they support the same side of the debate, the pupils work together to make notes for the opposing view using the comprehension questions from the listening activity and their own ideas adding examples where possible. (They are to pool their ideas on the subject and prepare convincing arguments for both sides of the debate.)

7. Work on making active the pupils` skills to use functional English in argument presentation.

a) The pupils read the useful phrases below:

* It`s also the case that…
* For instance , …
* That isn`t how I see it all.
* First of all , I`d like to say…
* The way I look at it , …

b) The pupils add one expression from the list to each section:

**Beginning the debate**

*I`d like to begin by saying…*

*The first thing I`d like to say is that…*

**Giving opinion**

*I believe / I don`t believe…*

*In my view / opinion , …*

*I agree / disagree with …*

**Giving examples**

*For example , …*

*… , say …*

*To give an example of …*

**Giving additional information**

*What is more , …*

*Furthermore , …*

**Disagreeing**

*I don`t really agree with that.*

*I`m not sure that`s true.*

*I don`t accept that.*

8. Speaking (work in pairs).

The teacher forms new pairs ( i.e. the pupils should work with a different partner from activity 7.).They are to prepare to debate the presentation task statement “The modern

generation of teenagers is less well behaved than previous generations of teenagers”, deciding who is going to argue in favour and who against. The pupils first agree on which side each of them will take and then use their notes from the previous activities to prepare their arguments.

9. Speaking.

a) the pupils read the speaking tip:

Talk to your partner , do not just read out your notes!

b) the pairs discuss the presentation task statement in closed pairs including expressions from activity 7.

c) a stronger pair debates the statement in open class , the rest of the classmates make notes of the best argument for and against the statement.

d) conducting a brief class feedback

10.Evaluation. Discussing any of the typical mistakes( repetition , not enough arguments to support a view , not remembering to use polite ways of disagreement etc.)

11. Lesson outcome:

*What have you learnt today?*

*What can you do now?*

12.*Evaluation and setting up homework.*