

Name: Andrew Scott	Date: 10/07/24	Level: B1	Number of students: 4-6	Topic: Agreement and disagreement
Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / <u>Speaking</u> / Writing				
Learner outcome(s): The students will be able to agree and disagree on their views on problems facing humanity using phrases such as: "I'm not convinced by that idea", "I'm not so sure", "I think I disagree", "Don't get me wrong", "I see what you mean" etc				
Grammar: / Vocabulary: carbon emissions, challenges, To be convinced, To ban (something), long-term goal, To Prioritize (something over something else), renewable energy Phrases: "I'm not convinced by that idea", "I'm not so sure", "I think I disagree", "Don't get me wrong..., but", "I see what you mean" "OK, maybe you've got a point there", "I think you're right", "Yes, definitely" "I agree"				
Materials: Board, copies of text, copies of activity sheets				
Assumptions: For this lesson I assume the Ss already know... A little around the subject, how to talk about ideas				
An anticipated problem: the students will find the topic a bit heavy.				
My proposed solution: I will try to use humour to keep things light if this becomes evident.				
What I intend to work on based on previous feedback: Try to keep the pace of the lesson up in the middle.				

Stage of lesson	Procedure (What I / they do)	Objective (Why am I / are	Main skill
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No. of minutes		they doing this?)	students will be practising eg L
Engagement 5 minutes	Put images of problems facing humanity up on the board. Elicit names.	To get the students interested in the topic	S
Presentation 15 minutes	<p>Pre-teach EDCB blocking vocab</p> <p>1. carbon emissions (n)</p> <p>Eliciting: What do we call the gases that go into the air when we burn oil or gas?</p> <p>CCQs:</p> <ul style="list-style-type: none"> • Are carbon emissions good or bad for the environment? (Bad) • Do cars produce carbon emissions? (Yes) <p>2. Challenges (n)</p> <p>Eliciting: What word do we use to describe difficult problems or situations that we want to solve?</p> <p>CCQs:</p> <ul style="list-style-type: none"> • Is a challenge usually easy or difficult? (Difficult) • Can challenges be opportunities to learn and grow? (Yes) • If something is a challenge, does it mean it's impossible to do? (No) <p>3. To be convinced (that, of, by something) (v)</p> <p>Eliciting: How do we describe it when someone has persuaded us to believe or agree with something?</p> <p>CCQs:</p> <ul style="list-style-type: none"> • If you're convinced of something, do you believe it? (Yes) 	To make sure there are no words in the text which block comprehension.	S/L

	<ul style="list-style-type: none">• Can you be convinced by evidence or a good argument? (Yes)• If you're not convinced, are you still unsure or doubtful? (Yes) <p>4. To ban (something) (v)</p> <p>Eliciting: What verb do we use when something is not allowed, often by government. For example, before smoking used to be allowed in restaurants, but now its...?</p> <p>CCQs:</p> <ul style="list-style-type: none">• If something is banned, is it allowed? (No)• If smoking is banned in a restaurant, can people smoke there? (No) <p>5. To Prioritize (something over something else) (v)</p> <p>Eliciting: What verb do we use when we decide that one thing is more important than another? CCQs:</p> <ul style="list-style-type: none">• If you prioritize your health over your work, which is more important to you? (Health)• Does prioritizing mean giving equal importance to everything? (No) <p>7. renewable energy</p> <p>Eliciting: What do we call electricity that's generated by the sun or the wind or by water flowing? CCQs:</p> <ul style="list-style-type: none">• Is coal an example of renewable energy? (No)• Can renewable energy sources be used repeatedly without running out? (Yes) <p>*Write focus question on the board*</p> <p>Does Sarah think business or the environment is more important?</p> <p>*Hand out text*</p>		
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To get the students to skim read the text to get a general idea

	<p>Comprehension questions</p> <p>Ask students to underline phrases which are used to agree or disagree in the text</p>	<p>To ensure the students have understood the text</p> <p>To get the students to focus on the target language</p>	
Practice 1 5 minutes	<p>Intensity line for agreement and disagreement phrases</p> <p>Students rank the phrases on an intensity line from "strongly agree" to "strongly disagree"</p>	To get the students to think about when to use each phrase, and their relative intensities	S
Practice 2 5 minutes	<p>Controversial statements</p> <p>*Hand out statement slips face down*</p> <p>Ask students to take it in turns to turn over a statement and read it to their partner, who should then use one of the agreement/disagreement phrases to form a response.</p>	To get the students to practice using the target language in a controlled way.	S
production 20 minutes	<p>Note - pair - share</p> <p>Students first note down what they think the three biggest problems facing humans in the future are, then discuss with their partner to agree a new combined top three. Finally they discuss as a whole class.</p>		R S
Wrap up 5 minutes	Feedback and error correction	To give the students a sense of accomplishment, an overview of what they've achieved, and highlight a few errors which may help them to think about in future.	S/L
Filler activity	Categories		