tefltoulouse

1 **Name:** Andrew Scott **Date:** 02/07/24 **Level:** B2 **Number of students:** 4-6 **Topic:** Degrees of certainty in prediction

2 **Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing**

Learner outcome(s): The students will be able to discuss how they think robots will change the world of work using modal verbs (could, might, will) and adverbs (probably, definitely) to express certainty using some new vocabulary.

Grammar: Modal verbs: could, might, will, & adverbs (probably, definitely). Both positive and negative versions
Vocabulary: Artificial Intelligence, manufacturing, prevalent, assembly, programming, surgery, eliminate, healthcare

Phrases: /

Materials: Board, copies of text

Assumptions: For this lesson I assume the Ss already know… the modal verbs could, might, and will, and the adverbs probably and definitely.

An anticipated problem: Students will get confused between might and could

My proposed solution: Explain with examples

What I intend to work on based on previous feedback: Get to the production phase more quickly.

Stage of lesson	Procedure (What I / they do)	Objective (Why am I / are they doing	Main skill stu-

No. of minutes		this?)	dents will be practising eg L
Engagement 5 minutes	Images on the board - ask students what they think the topic will be in pairs	To get the students interested in the topic	S
Presentation 10 minutes	Vocabulary: 1. **Artificial Intelligence (AI) (noun)** Eliciting: ● What do we call the technology that allows machines to think and learn like humans? CCQs: ● Is AI a type of natural intelligence? (No) ● Can AI learn and improve over time? (Yes) 2. **Manufacturing (verb/noun)** Eliciting: ● This is a word used to describe making products, often using machines in factories? CCQs: ● Is manufacturing usually done by hand? (No, typically by machines) ● Does manufacturing involve producing small quantities? (No, usually large quantities)	To pre-teach potentially problematic vocabulary	L

	3. **Prevalent (adjective)** Eliciting: ● What word describes something that is very common or widespread? CCQs: ● If something is prevalent, is it rare? (No) ● If an idea is prevalent, is it known by many people? (Yes) 4. **Assembly (noun)** Eliciting: ● What do we call the process of putting parts together to make a complete product? CCQs: ● Does assembly involve taking things apart? (No, putting them together) ● If I start with a piece of wood and cut it into a spoon is that assembling? (No, the parts have to be already there) 5. **Programming (noun)** Eliciting:		

	• What's the process of writing instructions for a computer to follow? CCQs: • Is this something we do using everyday English? (No) • Do programmers need to know computer languages? (Yes) • Can programming create software and apps? (Yes) **Surgery (noun)** Eliciting: • What do we call it when doctors operate on a patient's body to treat an illness or injury? 7. **Eliminate (verb)** Eliciting: • What verb means to permanently remove or get rid of something? CCQs: • If you eliminate something, does a little bit remain? (No, it's completely gone) • If you eliminate something, can it come back later? (No, it's permanent)		

	8. **Healthcare (noun)** Eliciting: ● What word do we use to describe providing medical services (like going to see the doctor or a dentist) CCQs: ● Is healthcare only about treating sick people? (No, it includes prevention and maintaining health) ***Hand out text*** **Focus question:** name two areas where robots might make a difference in the future **Comprehension questions:** In pairs, discuss the underlined words and try to decide what they have in common. There are two different types.	To get the students to skim the text To get the students to think about the target language	
p1 3 minutes	**Gap Fill exercise** *** Hand out exercise sheet*** In pairs, choose the best word to fit the gaps	To get the students to check they understand the target language	S
p2 5 minutes	**Rank modal verbs and adverbs in order of intensity** Students mark the target language on a line from very uncertain to very certain.	To get the students to check they understand the target language	S
production 20 minutes	Discuss with your partner how you think robots and artificial intelligence will change the future of work	Practice using the target language + fluency	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		