

Name: Alma Beckett **Date:** 14/07/25 **Level:** Upper intermediate **Number of students expected:** 2
Topic: De-cluttering

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

Learner outcome(s):

The students will be able to answer gist and detailed questions about clutter and decluttering. They will also be able to talk about its impact on their mental health and how they deal with clutter in their personal life.

Vocabulary:

Clutter
Drained
Exhausted
Uplift
Work overtime
Purpose

Phrases:

- Clear space, clear mind
- Slowly but surely
- Go in all guns blazing
- To bite off more than you can chew

Materials:

- Handout sheet, audio recording, audio transcription

Assumptions: For this lesson I assume the Ss already know

Improvements based on previous feedback: CCQ's, modelling,

Stage of lesson READING OR WRITING	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg R,W,L,S
PRE			
Engage 5min	Maria conde? 3 images – from very cluttered house to a minimalist one	Get the students to discuss and get interested in the topic	S
Pre-teach New vocabulary 10min	Clutter Drained Exhausted Uplift Work overtime Purpose	To prevent sts blocking on key vocab central to the topic or subsequent tasks	S
WHILE			R and S
.. for gist General understanding	I- Listen carefully to the audio. Then read the list of possible titles below. Tick the three titles that best	To provide initial familiarity with the work material. Develop sts reading/listening for gist skills.	

	<p>summarise the main idea of what you heard.</p> <p><u>Tick the titles that summarise the main idea of the audio.</u></p> <ul style="list-style-type: none"> - Declutter Fast: How to Transform Your Home in One Weekend - Clear Space, Clear Mind: Why Decluttering Boosts Your Mood - Minimalism for Mental Health: Why Less Really Is More - How clutter affects your brain – And what to do about it - New research reveals the link between clutter and anxiety - <i>Compare your answers with your partner</i> - <i>Feedback</i> 		
...for detailed comprehension of the text	<ul style="list-style-type: none"> - <i>I - Listen to the audio again. Are these statements true or false? Why? T</i> - F - F - T - T - F - T - F 	To allow students to get a deeper and more detailed understanding of the text.	

	<ul style="list-style-type: none"> - F - T - <i>Compare your answers with your partner</i> - <i>Feedback</i> 		
Infering meaning from the	<p>Give them the transcript</p> <p><i>I - Listen to the audio again. Look at the sentences in bold, what do you think these idioms mean?</i></p>	To help develop the skill of inferring meaning of vocabulary by using the surrounding context.	
POST Spoken exercise	<p>How does clutter affect your mental health?</p> <p>How do you deal with clutter in your life?</p> <p>Have you ever done a vide Grenier?</p> <p>Do you know anyone who never throws anything away?</p>	To allow students to respond to the topic of the text and lesson in a personalised manner	