

<b>Name:</b> Jade	<b>Date:</b> 1/07/24	<b>Level:</b> Intermediate	<b>Number of students:</b> n/a	<b>Topic:</b> Social Media
<b>Main lesson focus (underline one):</b> Grammar / <u>Vocabulary</u> / Pronunciation / Reading / Listening / Speaking / Writing				
<b>Learner outcome(s):</b> The students will be able to (mention task first, then “using” ) discuss the advantages and disadvantages of social media, using new vocabulary such as: “cyber-bullying”, “misinformation”, “express yourself” “to keep in touch with” etc				
<b>Grammar: formulating</b>  <b>Vocabulary:</b> misinformation (n.) (low) self-esteem (n.) campaigner (n.) to interact (v.) cyber-bullying (n.)  <b>Phrases:</b> “to express (yourself)” “cause for concern” “keep in touch” “an advantage of.../a disadvantage of...”				
<b>Materials:</b> engagement print out pictures (of social media)				

some visuals for EDBC  
 presentation text discussing advantages and disadvantages of social media  
 gap fill task (p1)  
 advantages/disadvantages cut outs (p2).

**Assumptions: For this lesson I assume the Ss already know...**some vocabulary in presentation text, such as “educational materials”, “social and political change”, “mental health”, “studies” etc - especially if similar to L1

**An anticipated problem:**

Students are overwhelmed by vocabulary / find it too difficult

**My proposed solution:**

Judge their level/response during the presentation stage, reducing the amount if necessary. Try and be as clear as possible during EDBC stage, use the presentation text to help teach (language in context)

**What I intend to work on based on previous feedback:**

Make sure the timing of the lesson is good (ensure enough time for production stage at end + error correction!)

Stage of lesson	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
No. of minutes			
Engagement 3 mins	<ul style="list-style-type: none"> <li>Put photos/pictures on board of various well known social media applications (Facebook, Instagram, Twitter/X) etc</li> <li>Elicit the topic for today</li> <li>Ask students if they use these apps, what they think of them</li> </ul>	Gets the student engaged in the topic, relates it to their lives	S

Pre-teach new vocab  7 mins	<p>Some vocabulary will be pre-taught, other vocabulary I plan to elicit through the text when going through advantages and disadvantages</p> <p>EDBC - remember drilling is v important</p> <p><b>To express (yourself)</b> (v./expression) E- this is an expression we use that is a way you can communicate something, through words, or through something else, such as style, art etc. Famous Madonna song!</p> <p>CCQ - Can you express yourself through painting or music? (Y) Am I expressing myself if I'm hiding my emotions? (N)</p> <p>(low) <b>self-esteem</b> (n.) E - belief and confidence in yourself, it can be low or high. Having it low is typically associated with insecurity. CCQ - do I have low self-esteem after someone compliments me? (Y) Does a confident person have low self-esteem? (N).</p> <p><b>campaigner</b> (n.) -&gt; this is what we would call someone who fights for change in society, normally on a large scale. Similar to an activist.</p> <p>CCQ - Am I a campaigner if I fight for a law change? (Y) Am I a campaigner if I want to use a pen instead of a pencil? (mime this) (N)</p> <p><b>misinformation</b> (n.) E - we use this word to describe false or inaccurate information, can be <i>deliberate/ on purpose, but not always</i>.</p> <p>C - Can misinformation be found online/newspapers/friends and family? (yes)</p> <p><b>to interact (with)</b> (v.) E - this is what you'll be doing when I make you work in your pairs! Similar to talking or communicating with someone.</p> <p>Can you interact online? (Y) If you're sitting here silent, are you interacting with each other or me? (N)</p>	Teaches the students unfamiliar/difficult vocabulary which may not be known "in context"	L
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<p>Presentat ion of target language</p> <p>10 mins</p>	<p>Language in context, present students with text. Focus q: D - in pairs, read the text in front of you. I - what does this person think of social media? Is it positive or negative? M - hmm I think it's positive because they use the word "pros" etc. T - 1/2 minute</p> <p>Next: elicit advantage/disadvantage (pros and cons) - what words do we use to talk about for and against. Introduce new words based on students, elicit</p> <p>Here introduce even more vocab that students will potentially be unsure through comprehension questions- and do three set columns on board - adding to pre-teach vocab.</p> <p>What does it mean to keep in touch with someone?</p> <p>What have numerous studies found a link between?</p> <p>Why is cyber-bullying a cause for concern?</p> <p>"to keep in touch" EDBC: if I haven't seen my friend in a while, but we message a lot to update each other, this is keeping in touch. If I leave an outing with my friends and we are going home separately, we might say "keep in touch!". Is keeping in touch a physical thing? (N) "access a wide range of educational materials" (i.e news) E - if I have videos and articles available on youtube, facebook etc, this is a wide range of educational materials. cause for concern (exp.) - EDBC concern. Something that creates worry. We would describe climate change as a cause for concern, and ongoing problems. Would I describe missing my bus as a cause for concern? (No) Do I say: "my sister's grades are a cause for concern" (yes) To enable (v.) - this is a verb we use to describe making something possible. The opposite of enable would be: to prevent. If I'm teaching you this vocab, am i enabling you to use it (y) Cyber-bullying (n.) harassing and intimidating someone (bullying), then doing this online! Normally this is a repeated action. Is you send a rude joke to your friend, is this cyber-bullying (no) give me an example of cyber-bullying</p>	<p>Presentation of language in context helios students to understand some vocabulary in a sentence (therefore they can potentially elicit it themselves)</p>	<p>R</p>
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	Make sure the unfamiliar vocab is written on the board! (In different colours)		
Practice 1 gap fill  8 mins	<p>D - In pairs, I - read the statements, and choose which word/s go in the gaps. M - for example... I think this statement is XYZ because of this part of the sentence... T - 6 minutes.</p> <p>Put answers on board/feedback: 1) misinformation 2) low self-esteem 3) campaigners 4) interact 5) cause for concern</p>	Checks student's understand of new vocabulary (in context)	S/R

Practice 2  8 mins	<p>D - in pairs, I - take it in turns to pick up a card and discuss with your partner first, whether you think it's an advantage or disadvantage of social media? Then second, why do you think this? M - you can communicate with people all over the world...hmmm I think this is an advantage because it means you can keep in touch with family, but... T - 8 mins. Feedback at end, ask pairs what they came up with</p> <p>People can connect from around the world We can access lots of information You can use social media to express yourself You can use social media to campaign for change There is misinformation on social media You can get bullied on social media</p>	Get students to discuss sentences talking about negatives and positives of social media (practice for production stage)	S
Production  8-10 mins	<p>Swap pairs, now is time for a debate!</p> <p>D - individually I - (assign pro/con roles) write some notes on advantages/disadvantages of social media - not whole sentences!!! M - on board demonstrate taking notes D - in pairs I - take it in turns to argue <i>for</i> social media (elicit what this means - advantages), and <i>against</i> social media (elicit again - disadvantages). Try and convince each other of your argument. Then swap! M - for example X, you start and represent Y and Z. I think that an advantage of social media is etc... I think a disadvantage (leave this on board for students) T - 8-10 minutes</p> <p>Use the board to advise students to use new vocabulary</p>	To get students to achieve aim, using new vocabulary taught/reinforced throughout the lesson	S
Error	Spend 5 mins doing error correction that you have noted in the production stage - this can include	To correct	L

correctio n 5 mins	uplevelling certain things, rather than correcting them! Instead of this, say this...	student's mistakes	
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