

CLP Lesson Plan - Lesson 12

Teacher/s: Pin-Han (Hailey) Chen

Level: Upper Intermediate 1 Date/Time: Friday, Oct. 18th, 2024

Goal:

- **Develop students' ability to express personal opinions on controversial issues and mysteries, using a range of verbs to indicate varying degrees of certainty.**
- **Improve students' listening comprehension by identifying the main ideas and details in discussions involving differing opinions.**

Objectives (SWBAT):

Students Will Be Able To...

1. use expressions to show agreement and disagreement on controversial issues and others' opinions
 - a. lexical knowledge: students will practice using verbs of belief to express various degrees of certainty (e.g., suppose, guess, be certain, etc.)
 - b. core speaking skills - speech function: students will perform a precise communicative function by expressing personal opinions and with concrete reasons
 - c. communication strategies - cognitive strategies: students will use formulaic expressions to show agreement and disagreements on different topics and statements (e.g., I see your point, but ..., I couldn't agree more, That's one way to look at it, but..., etc.)
2. develop skills in listening for main ideas and details in discussions where speakers have different opinions on the same issue

Theme: Mysteries

Materials & Technology:

- Textbook: Passages 1, Unit 2, pp. 16
- Other materials: e.g. handouts, posters, powerpoint
 - [PowerPoint slides](#)
 - [Audio: Mysteries \(AI-generated\)](#)
 - [Worksheet: Agreeing and Disagreeing Expressions](#)
 - [Worksheet: Peer Evaluation](#)
 - [Grouping wheel](#)

ACTIVITY/PROCEDURE/STAGE – INTERACTION TYPES	TIME
<i>Review or Preview (if applicable)</i> Interaction: T-Ss & S-Ss <ul style="list-style-type: none">● Warm-up: Lyrics Training● Phrase of the Day: have a finger in every pie● Check homework (p.109)	9:00~9:20

<ul style="list-style-type: none"> ● Review grammar (correct some mistakes students made last time) <p>Linking & Transitioning to rest of lesson:</p> <ul style="list-style-type: none"> ● “After checking the answers, now let’s move on to today’s lesson!” 	
Activity 1: Listening & Speaking – Mysteries!	
<p><i>1.1 Pre-Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> ● Play the audio clip of part 5 on page 16 ● “We will be listening to two people discussing some myths and mysteries; please pay attention to what they are talking about. You can take notes to help you memorize the main idea.” ● Ask students to complete part A ● Play the audio clip one more time and ask students to pay attention to the details. ● Ask students to complete part B while listening ● Ask students to compare their answers with a partner ● Elicit answers from students and check their understanding ● Provide the audio script for the students and see if they have any questions about the words and grammar in the listening <p><i>1.2. During Stage:</i> Interaction: T-Ss and S-Ss</p> <ul style="list-style-type: none"> ● “After listening to these two people discussing mysteries and myths. Here, I have also prepared some questions for you to discuss with your classmates.” ● Put students into 3 groups for discussion. ● Ask a student from each group to use the online spinning wheel to choose a topic to talk about. <p><u>First round:</u></p> <ul style="list-style-type: none"> ● Have students discuss three questions in their groups without any guidance at first. ● Ask student to share some of their responses and write them on the whiteboard. ● “Now, we are going to listen to another audio clip talk about more mysteries. Before that, I want to ask you some questions. Have you ever heard of the Bermuda Triangle and Loch Ness Monster?” ● Elicit answers from students and ask their thoughts about these two well-known mysteries. ● “Great. In the next listening practice, you will hear two people talking about these two mysteries. However, sometimes, they were either confident or unsure about their statements in the discussion. Today, your task is to circle the words or phrases that show different levels of certainty. Just like when someone is very sure or only guessing.” (Provide more explanations if needed) ● Distribute the worksheet to students ● Have students discuss their answers and share them in the class. ● Direct students’ attention to the vocabulary of showing different degrees of certainty listed in the textbook. ● Ask students to complete part 4A on page 16 and check the answers 	<p>9:20~11:00</p>

<p><u>Second round</u></p> <ul style="list-style-type: none"> • “Now, we all know that we can use different verbs to show if we are confident or unsure about our statements. Can you put them into your conversations?” • Ask students to put them into use in the second round of discussion (3 questions). • “Everyone did a great job! However, I have a question for you. Did you always have the same thoughts as your classmates? Did you always agree or disagree with them?” • “How did you express your thoughts and show your stance?” • Elicit answers from the students. • “Good, but now I would like you to listen to the audio clip again and check if they have used any of these expressions in the listening to show agreement or disagreement.” • Ask students to check on the worksheet. <p><u>Third round</u></p> <ul style="list-style-type: none"> • Check students’ answers and provide explanations for each expression • “Now, we have known different expressions to show agreement and disagreement. Can you try to use them in your conversations?” • Ask students to use the provided expressions in their conversations. <p><i>1.3 Post-Stage:</i> Interaction: T-Ss</p> <ul style="list-style-type: none"> • Ask students to demonstrate their conversations in class • Provide corrective feedback on students’ speaking • Ask students to complete the peer evaluation form 	
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> • Students will be able to develop skills in listening for main ideas and details • Students will be able to learn and practice using verbs of belief to express degrees of certainty • Students will be able to use useful expressions to show agreement and disagreement 	
<p><i>Transition to #2:</i></p> <ul style="list-style-type: none"> • N/A 	
<p><i>Transition to Wrap-Up:</i></p> <ul style="list-style-type: none"> • “Everyone did a great job today! Do you have any questions? I hope you all enjoy the class today. We did a lot of speaking practice, and I hope that you will find the expressions very helpful! Before leaving, I would like you to fill out this exit ticket. Please also remember that we will have our second unit test next Wednesday. Thanks for your hard work today! I will see you next week in Macy Hall. Have a great weekend! 😊” 	
<p><i>Wrap-up (e.g: Exit ticket, review of language foci)</i></p>	
<p><i>Lesson Evaluation Procedures:</i></p> <ul style="list-style-type: none"> • Remind the students of the upcoming unit test 2 • Exit Ticket 	11:00

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Anticipated Problems & Suggested Solutions:

- In this lesson, I have designed a “big” activity for students to practice listening and speaking at the same time. This activity includes three rounds of practice to reach the goal of re-iteration with different goals. However, in order to prevent students from getting bored with minor changes, I will ask students if they want to change their partners to spice up the activity a bit. Also, I have prepared 10 questions for students to discuss so that they won’t be talking about the same topic all the time. The only concern I have is whether they will have no specific thoughts or ideas on the topics; therefore, I should provide some assistance or guidance for them in the discussion session to ensure they can conduct the conversations and discussions smoothly. On the other hand, I think I need to explain the “circle the verb” task more clearly in advance, as some students may not understand what they have to do at that time. This would be challenging for me as I don’t want my instructions to be too explicit, and I want my students to understand me clearly!
- Also, since last Friday I had some issues with the computer, I may need to go to the classroom earlier this Friday to make sure everything is ready for class!