

Teacher notes

Post-event materials – Our life our future

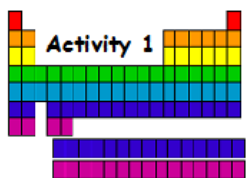
These post-event materials are designed with the following objectives:

- to **further interest in the topic** of the lecture
- to **review key language** of the lecture
- to **practise communication skills** relevant to the topic

Please note:

1. Detailed procedures are described, focusing on key teaching techniques and methods used by English language teachers.
2. You can adapt, omit and extend activities to suit your students.
Suggestions for these changes are marked in the lesson plan in blue.
3. Answers are marked on the lesson plan in red
4. Timings should be adapted to suit the needs of the students.

Level	Senior Secondary
Aims	By the end of the lesson the students will: <ul style="list-style-type: none"> • be familiar with common expressions used in discussion of opinions • be able to discuss opinions about the role of chemistry in our society • be able to write a discussion article on the topic of the lecture
Skill focus	Main skill = writing Sub-skill = speaking
Time	40 min lesson time 30 min student writing time (activity 2b)
Materials	Required – worksheets Optional – access to internet for student/teacher research



Our life

1a. Work in a group of 4. Discuss what you enjoyed in the lecture.

Write down 2 interesting things you learned.

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1b. Below are some common opinions about chemistry.

Match the expressions in **bold** with the meanings below.

might be able to

remember

be careful about

it's not my responsibility

We should **be wary of** how we use chemistry.

Chemistry **has the potential to** solve many of the world's problems.

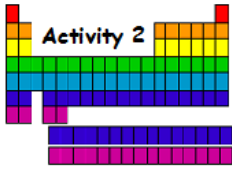


We should **bear in mind** that chemistry doesn't have all the answers.

I didn't cause the world's environmental problems, so **it's not up to me** to solve them.

1c. Which opinions do you agree with?

What about your group? Find out.



Our future

- 2a.** You are going to write a magazine article with the title "Our Life Our Future".
The magazine is for young people aged 14-18. You should write 3 paragraphs.



15 minutes! Discuss ideas in your group, and make notes in this table.
You might want to use some of the language in the bubbles.

Circle the most important purpose of the article.	informative / persuasive / entertaining other.....
What questions do you want to answer in your article?	
What examples do you want to give in your article?	
What key vocab do you want to use in your article?	
What expressions do you want to use in your article?	

Is it possible
that...?

It's clear
that...

Have you
ever
wondered..?

What would
you think
if...?

You can't
deny that...

Have you
ever
considered..?

- 2b.** Now type your article and share it with your class.
Which article is the most persuasive? informative? entertaining?

Aim	Time	Procedure
To review content of lecture	5 min	<ol style="list-style-type: none"> 1. Seat students in groups of four. 2. Give students 4 minutes to complete activity 1a. 3. Elicit a few ideas from group captains.
To provide students with useful expressions to discuss opinions	5 min	<ol style="list-style-type: none"> 1. Students complete activity 1b. 2. Check answers and repeat the expressions together. Focus on the stress patterns. (The stressed parts are underlined in the answer box below.) <div> <p>Answers for activity 1b</p> <p><i>be <u>wary</u> of = be careful about</i></p> <p><i>has the <u>potential</u> to = might be able to</i></p> <p><i><u>bear</u> in <u>mind</u> = remember</i></p> <p><i>it's <u>not up to me</u> = it's not my responsibility</i></p> </div>
To practice giving opinions about the lecture topics	5 min	<ol style="list-style-type: none"> 1. Students work in pairs or groups. Give students 5 min to complete activity 1c. Encourage students to give reasons. 2. Elicit a few ideas from group captains. Ask if other groups agree with them. <div> <p>Possible adaptation of activity 1c</p> <p>Group captain records a mind map of their ideas as they discuss them. Pin these around the room and ask students to walk around and read to help prepare for activity 2a.</p> </div>
To prepare ideas and language for writing an article	15 min	<ol style="list-style-type: none"> 1. Students complete activity 2a. Focus on the first question, so that students are clear about the purpose of the article. <div> <p>Possible adaptations of activity 2a</p> <p>Adaptation 1: students can research “our life our future” on the internet to get ideas.</p> <p>Adaptation 2: bring in cut outs of ideas on this topic from the internet to share for ideas stimulation</p> <p>Adaptation 3: students write 3 questions that they will discuss/raise in their article. Students walk around the class asking these questions as a survey to generate ideas for their article.</p> </div> <p>Give a time limit e.g. 15 minutes to prepare notes. Focus on the last question to make sure students have language prepared.</p>
To practise writing an article	30 min	<ol style="list-style-type: none"> 1. Students type the article from activity 2b at home. <div> <p>Possible adaptations of the writing in activity 2b</p> <p>Adaptation 1: work in pairs to create the article.</p> <p>Adaptation 2: provide sentence starters to help guide language if necessary e.g. <i>An important point is...In my opinion....It's essential that...We shouldn't forget that....Have you ever.?</i></p> </div>
To consolidate language and subject aims	10 min	<ol style="list-style-type: none"> 1. Students share their articles together, discussing the questions in activity 2b <div> <p>Possible adaptations of the reviewing in activity 2b</p> <p>Adaptation 1: pin all the work to the walls. Students go around the class and read 3 articles.</p> <p>Adaptation 2: students correct each others' writing before handing in to the teacher.</p> <p>Adaptation 3: students post articles on a wiki e.g. pbworks and post comments about each others' articles.</p> <p>Adaption 4: mark articles with a score for each of the 3 questions in activity 2b (persuasive, informative, entertaining)</p> </div>