

Level: Intermediate

Age: Adults

Time: 60 minutes

Lesson aim:

- To use persuasion to convince or influence others to change their thoughts or actions

Skills: Listening, Speaking

Materials:

- Worksheet
- *Using Persuasion* video
- phone camera or video recorder

teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

Key:

1 b, 2 a, 3 c, 4 b, 5 c

B

This activity is designed to check students' ability to listen for specific details. Have students read the statements first before letting them watch the video again. Ask students to work individually or in pairs to select *True* or *False*. Monitor and support. Check answers with the class.

Key:

1. *True*
2. *False*
3. *True*
4. *False*
5. *False*

C

This activity requires students to identify situations related to each tip for effective persuasion discussed in the video. Ask students to complete the matching activity. Monitor and support. Check answers with the class.

Key:

1. *d*
2. *a*
3. *c*
4. *b*

Digital skills focus

A

This activity lets students apply the concepts learned from the video by identifying which situations show effective persuasion. Ask students to work individually or in pairs to complete the activity. Monitor and support. Check answers with the class and ask them to give reasons for their answers, citing the tips they learned from the video.

Key:

1. *a*
2. *b*
3. *b*
4. *a*

Before you watch

A

This activity introduces the topic of using persuasion to convince others to change their minds about an issue or do an action.

In pairs, students discuss their answers to the questions to activate their knowledge about *persuasion*.

B

Have students choose one of the definitions of *persuasion* they think most relates to professional communications. In pairs or as a class, have them say their reasons for selecting that definition. Elicit examples.

Video

For online classes, before playing the video, ensure you're sharing both the screen and the sound. Alternatively, upload the video to a shared folder before class, ask students to download it and watch it on their own devices.

A

This activity is designed to check students' comprehension of the main ideas. Tell students to focus on the general understanding of the video as they watch it. Then ask them to work individually or in pairs to determine the answer to each statement. Monitor and support. Check answers with the class. If you

Language focus

A

This activity lets students identify and practise phrases used to make persuasive statements. This will also serve as a model for when they do their digital communicative task.

Tell the students to select the correct option to complete the sentences. Monitor and support. Finally, check answers with the class. Use the interactive feature of the worksheet to display the answers onscreen. Ask students to give more examples of sentences using the new phrases.

Key:

1. *propose*
2. *I want to show you*
3. *From my years of experience*
4. *Like you*
5. *proves that*
6. *I am confident*

B

This activity lets students identify and use adjectives that make statements more persuasive. Have students complete the exercise individually or in pairs. Check answers as a class and ask them to give more examples using the new vocabulary. Encourage students to rewatch the video and identify adjectives that make statements more persuasive (*best, important, should, authority, inspire, motivate, greatness, etc.*)

Key:

1. *confident*
2. *accurate*
3. *profitable*
4. *effective*
5. *strongly recommend*
6. *outstanding*

C

This activity allows students to practise the language or tips for persuasion in professional communications. In pairs or groups, have students prepare notes for a short presentation about an issue at work or in the community that they want to change or improve. Encourage them to use the tips and language they learned from the video and the previous activities.

For online classes, use break rooms to have students work in pairs or groups. Set a timer so the students know when to return to the whole class chat.

Key:

Student's answers

Digital communicative task

A

This task can be assigned as homework. Students should create a short video (TikTok style) to talk about something they like and try to use persuasion to explain why others should like the same thing.

Encourage them to use the tips provided by the video and the persuasive words and expressions practised in previous activities.

B

Have them share their videos on an online platform used by the class or email the videos to their classmates for feedback on whether they were effectively persuasive.

Ask students to reflect on their learnings from the beginning of the lesson up to the digital communicative task. Ask them if their perception of *persuasion* has changed and how they think this skill can be helpful in professional communication.