

Lesson Plan

Name:

Date:

Time:

Main lesson aims: Plans for the future, talking about yourself, grammar (using future tense and modal verbs)

Stage	Teacher Activity	Learner Activity	Aims	Checking of Learning	Interaction	Materials/Tech Tool	Time
1. Warm up and discuss future predictions	T shows Ss some pictures on slide of old style landline telephone, pen and ink, typewriter). T asks Ss what they are, and what we use now in our study and jobs. T asks how Ss think things will change in future for: speaking to people in other countries, writing at work etc. T leaves questions on slide for Ss and asks them to discuss in pairs. T asks Ss to share predictions, correcting use of future tense and noting on board, along with predictions.	Ss offer observations on objects, what has replaced them. Ss discuss their opinions on future predictions. Ss share predictions with the class.	To activate schemata on the topic and motivate interest in safe environment of pairs before sharing with whole group. To generate more ideas and predict vocab on the topic. Maximise STT. Acts a pre-listening with regards to future tense and vocab.	T elicits initial vocab from Ss with pictures. Monitor and help with discussion, ask questions to generate ideas (e.g. will we still write letters/notes in class?) and help with any difficult vocab. T checks and corrects use of simple future tense. Use CCQs for any incorrect tense use: "Are you certain it will happen? Do you think it will happen?" "We will use vs. we are going to use..."	T>Ss Pair Plenary	T realia, PowerPoint slide, whiteboard.	15 mins
2. Listening task – future predictions	T explains that they will listen to conversation about what jobs people predict they will have in the future. They are given a worksheet with several predictions. T asks Ss to note factual mistakes. Before task, T displays definitions of difficult vocab on slide, and elicits meaning were possible. T plays recording. After first play, ask if second play is required. T gives S time to check their answers in pairs. T elicits answers from whole class.	Ss feedback their understanding of task, then listen to the recording. Ss note the mistakes, then check answers in their pairs. Ss then respond to T questions.	Listening for detail within authentic conversation. Introduction of modal verbs "I would", "I could".	T asks Ss to explain back what task is. T checks difficult vocab with students to confirm understanding before task begins. T checks pronunciation and asks Ss syllables and stresses on longer words. Following task, T checks with class correct answers.	T>S Pairs Plenary	Worksheet (1 per student) PowerPoint.	15 mins

3. Padlet Activity	T asks Ss to follow the given link to the Padlet board “My Dream Job”. After reading through and explaining the example given, T asks Ss to write their own post on their dream job. Encourage use of modal verbs and addition of pictures to add interest.	Ss write their dream job post on Padlet using future tense and verbs learned in previous tasks.	Use of correct future tense, modal verbs and talking about personal aspirations. Use of technology to enhance experience and increase interest. Encourage participation from quieter Ss. Acts as confidence builder ahead of speaking task.	T ensures Ss understand how to use Padlet ahead of task by asking Ss to explain to peers. T circulates classroom to check S input. T questions any incorrect posts and elicits correct grammar use where required.	T>S Plenary (online)	Padlet Projector	15 mins
4. Speaking – discuss dream job	T asks Ss to pair up and discuss in more detail what they have written on Padlet. Remind of modal verb use and encourage them to ask questions about each other’s choices.	Ss talk about their Padlet posts in more detail using correct grammar. Ss ask relevant questions to expand.	Speaking practice using future tense and modal verbs. Maximise STT. Confidence in sharing details with partner following writing them on Padlet.	T circulates classroom to check all pairs are speaking and using correct grammar.	T>S Pairs	Padlet (for reference)	10 mins
5. Set Padlet Homework	T asks Ss to make comments on Padlet on other Ss dream jobs. T also asks Ss to point out any grammatical errors (in a positive way). Compliment any posts they like. T explains that posts will be monitored and seen by all classmates, so posts need to be respectful.	In own time Ss comment on their peers’ posts and peer correct.	Encourage autonomous and collaborative learning through an authentic personal topic. Further grammar and writing practice in the future tense.	T asks Ss to repeat back homework task to check understanding. Next lesson T will feedback on S Padlet input. T can also monitor contributions outside of classroom to check participation ahead of next lesson.	T>S Individual Plenary (online)	Padlet	5 mins

Padlet Activity link: <https://padlet.com/p16234769/2f6a0fjpoxy7>

Lesson adapted from textbook: Clare, A. & Wilson, JJ. (2015) *Speakout Intermediate 2nd Edition Students Book*. London: Pearson Longman p35.