

<b>Teacher's name:</b> Charlotte	<b>Date:</b> 01/03/2022	<b>Level:</b> Intermediate	<b>Number of students:</b> 12
<b>Focus on systems (PPP)</b>	<b>Topic:</b> planning a birthday party		
<b>Learner outcome:</b> The students will be able to talk about plans and potential problems regarding planning a birthday party using the first conditional and some new phrases and vocabulary. They will also learn that ‘will’ can be replaced by ‘can’, ‘might’, ‘should’.			
<b>Grammar point to be taught:</b> the first conditional			
<b>New Vocabulary / phrases to be taught:</b> throw a party, wilt, hire, caterer, ‘black-tie’, fancy dress			
<b>Materials:</b> Dialogue text, Practice 1 slips, Practice 2 prompts, Production prompts			
<b>Assumptions:</b> For this lesson I assume the Ss already know basic vocabulary to discuss an event, the present simple, how to make negatives and are familiar with ‘will’, ‘can’, ‘might’, ‘should’			
<b>An anticipated problem:</b> <ul style="list-style-type: none"><li>- using will in the condition clause</li><li>- planning a birthday party involves a wide range of vocabulary and lots of different language points - at production stage ss might get sidetracked and not use the 1st conditional</li></ul>			
<b>My proposed solution:</b> <ul style="list-style-type: none"><li>- to CCQ it</li></ul>			

- to narrow things down by giving the ss points to discuss and a limited number of options: hopefully this will get them talking about the potential problems of each option using the 1st conditional

**What I need to work on:** drilling, DIMTS

Stage of lesson (eg Presentation)	Learner activity	Objective (Why are they doing this?)	Teacher activity	Interaction (eg ind, pairs /3s or group)	Time	Materials needed
Engage						
Engage	Ss share their own experiences of planning or attending parties.	To get them thinking about parties and everything they involve.	T asks pertinent questions:  <i>Have you ever had a big birthday party? Was it a surprise party? How many people were there? What presents did you get/give? What food did you eat?</i>	whole class	5 mins	
Presentation						
EDCB		To ensure ss understand some key vocabulary in the text and in the production task	T does EDCB for some key vocabulary (see page 1)	whole class	8 mins	

Text	Ss read the text	To expose ss to the grammar point in context	T sets the context (Lucy and Claire are planning a bday meal for their coworker)	individual	8 mins	Handout 1: Dialogue
Focus on FFP			<p>T writes examples on board: <i>'If you buy the flowers too soon, they'll wilt' + 'If we don't tell her, it will be a surprise.'</i></p> <p>T asks ss about the function (<b>to talk about the result of an imagined future situation, when we believe the imagined situation is quite likely</b>)</p> <p>and elicits the form. <b>if + S + present simple &gt; S + will + bf</b></p> <p>T asks ss if we can use other words instead of will: might, can, should</p> <p>T drills clauses separately, then together</p>		10 mins	

Practice						
P1	Ss match the conditional clause to the main clause.	To consolidate understanding of the 1st conditional form.	T monitors to check ss are on task and to provide correction/help.	PW	5 mins	Slips of paper
P2	Ss discuss what they will do if... based on the prompts.	To practice using the 1st conditional to speak about potential problems.	T monitors to check ss are on task and to provide correction/help.	PW	7 mins	Handout 2: What will you do if...
Production						
Production 1	Ss plan a birthday party for a friend. They discuss the points, the various options and the potential problems using the 1st conditional	To give free practice of the target language and for them to personalise the target language.	T models the activity first.  T monitors ss while doing task and corrects / takes notes for delayed feedback	Group	12 mins	Handout 3: Party plans
Feedback	Ss share their choices and potential problems (and maybe solutions if time)	To wrap up the activity. To let ss know how they did and to focus on any errors that came up.	T asks ss to share a few of their choices and the problems they discussed. T writes any errors on board and asks ss to correct.	Whole class	5 mins	