

<b>Name:</b> Razane Triki <b>Date:</b> 25/09/2024 <b>Level:</b> Intermediate <b>Number of students expected:</b> 2-4 <b>Topic:</b> future travels
<b>Main lesson focus (underline one):</b> <u>Grammar</u> / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing
<b>Learner outcome(s):</b> The students will be able to (mention task first, then “using” ).... ... to talk about future travels plans and the consequences using the first conditional.
<b>Grammar:</b> First conditional  <b>Vocabulary:</b> Windy Hike Cozy Hot springs  <b>Phrases:</b> “If ..., I’ll...”
<b>Materials:</b> Presentation text, gapfill, sentence matching, role play cards.
<b>Assumptions:</b> For this lesson I assume the Ss already know... The present simple and “will”
<b>An anticipated problem:</b> Time management <b>My proposed solution:</b> Reduce teacher talking time to a minimum

**What I intend to work on based on previous feedback:**

CCQ's, modals and grammar point.

<b>Stage of lesson</b>  <b>No. of minutes</b>	<b>Procedure (What I / they do)</b>	<b>Objective (Why am I / are they doing this?)</b>	<b>Main skill students will be practising</b> <b>eg L</b>
Warm up 3 mins	Welcome the students and write their name on the board.	To warm up the students into talking in English after talking in another language the whole day.	S
Engage 5 mins	Activity : Dream travel destination.  Give an example first of the activity first  Ask students to imagine they could travel anywhere in the world next month.  Ask them to think about where they would go, who they would travel with, and what they would do.  Students share their ideas with a partner for 2-3 minutes.  Ask a few students to share their partner's travel ideas with the class	Have the students respond with their ideas just to get them thinking!	S
Pre teach new vocabulary 7 mins	Elicit the words to the students with specific question and modals. Proceed to drilling and CCQs to make sure ss understood the word. And finally, write it on the board by underlining the stress and add useful information about the word.	Pre teach vocabulary that ss will find in the presentation text and may find difficult to understand.	S

<p>Presentation 10 mins</p>	<p>Give ss the text to read, write a focus question on the board  <i>“What are Sam and Alex planning for?”</i> Ask ss to discuss their answer briefly. And then ss will answer some comprehension questions about the text, in the form of True or False questions and discuss in pairs and then correction on the board.          After reading, ask ss to underline what solutions does Alex come up with for each problem.  <b>Elicit the Grammar Point: The First Conditional</b>  <b>Highlight the sentences from the dialogue:</b>              - if it’s windy, we’ll go for a hike              - If we’re tired, we’ll find a cozy café          Elicit the tense by asking ss “ what tense is this?”  <b>Elicit the Function:</b>              - Function : The first conditional is used to talk about possible future situations and their results.  <b>Elicit the form :</b>              - Form:                  ▪ <i>If + present simple, will + base verb</i>                  .  <b>CCQ:</b>  <b>"If it’s windy, we’ll go for a hike."</b>              • Is it windy right now? (No)              • Will they go for a hike if it’s windy in the future? (Yes)  <b>« Can we switch the condition and the result ? yes.</b></p>	<p>The text shows the ss the grammar point in its context, which will help them later during production.</p> <p>To teach the tense.</p> <p>To teach the function.</p> <p>To teach the form.</p> <p>To make sure they understand.</p>	<p>S</p>
<p>Practice 1 5-7 mins</p>	<p>Fill in the blanks using the correct form of the verbs in parentheses to create first conditional sentences. Eg:          If it _____ (rain), we _____ (stay) inside.          And then compare your answers in pairs, correct with whole class on board.</p>	<p>Ss writing practice when they can use the first conditional.</p> <p>Ss get speaking practice (increasing STT)</p>	<p>W</p> <p>S</p>

Practice 2 5-7 mins	Match the conditions with the correct results.  Then ss compare with their partners and whole class correction on the board.	Ss writing practice when they can use the first conditional.  Ss get speaking practice (increasing STT)	W  S
Production 15 mins	Travel Role-Play Put ss into pairs. Tell them they are planning a trip with a friend, and they need to discuss different possibilities using the first conditional. Instructions: In pairs, pick a card with destination and activities, and imagine you're planning a trip with your friend and discuss the different possibilities. Give each pair a role-play card with a destination (e.g., Japan, France, Mexico) and activities they might do there (e.g., visit a museum, try local food, go hiking). Example: • "If we go to Japan, we will visit the temples." • "If we have time, we will try sushi."	Production: students will be able to talk about future possible plans and their possibilities using the first conditional. This achieves the aim of the lesson.	S
Error correction 5 mins	Write on board any error I picked up during the lesson and correct it with the ss	Elicit ss to correct the errors on their own and have correct information.	S