

Name: Razane Triki Date: 23/09/2024 Level: Upper intermediate Number of students expected: 2-4 Topic: giving advice
Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / <u>Speaking</u> / Writing
Learner outcome(s): The students will be able to (mention task first, then “using”).... ... to give and respond to advice using phrases like 'If I were you, I would...' or 'You should...'
Vocabulary: Schedule To reduce Advice Trial classes Phrases: “if I were you, I would...” and “You should...”
Materials: Presentation text, gapfill, sentence matching, Q prompts about situations where advice is needed.
Assumptions: For this lesson I assume the Ss already know... How to use modal verbs and past simple.
An anticipated problem: Time management My proposed solution: Reduce teacher talking time to a minimum.
What I intend to work on based on previous feedback: Time management, explanation of the language point, answering student’s questions.

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Warm up 3mins	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 5mins	Ask the class some quick, relatable problem scenarios like <i>"Your friend is feeling really tired all the time. What would you tell them to do?"</i>	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
Presentation 10mins	Give ss the text to read, write a focus question on the board <i>"What is the topic of the conversation between Anna and Mark?"</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. Ask ss to underline the advice in the text to get their attention on the language point. After reading the text and underlining the advice, proceed to explaining the language by using examples from real life situations like <i>"if your friend needs advice about her job, how would you help them? What would you tell your friend?"</i> Elicit the key phrases "you should..." and "if I were you, I would...", then explain the difference between them. And finally, write them on the board.	The text shows the ss the language point in the context of exchanging advice with a friend, which will help them later during production. To teach the key phrases to use.	R

Practice 1 5-7 mins	<p>Matching sentences of real-life situations to the right advice. In pairs</p> <p>Then ss compare with their partners and whole class correction on the board.</p>	<p>Ss get to learn to use the correct phrase for each situation.</p> <p>Increasing STT.</p>	S
Practice 2 5-7 mins	<p>Fill in the gaps with the correct advice phrase. Individual.</p> <p>Then compare answers in pairs and correction with whole class on the board.</p>	<p>Ss are more focused on the key sentences and practice when and how to use them.</p> <p>Increasing STT.</p>	W S
Production 15mins	<p>In pairs. Imagine your friend needs some advice and have a conversation with them. One student will talk about a problem, and the other student will give advice using the phrases we've seen. Ss can switch roles afterward. For example, SS A <i>"I'm really tired these days. I don't know what to do"</i>. SS b <i>"If I were you, I would go to bed earlier"</i>. SS a <i>"That's a good idea. Maybe I'll try it."</i></p> <p>Ss have some question prompts to help guide them if they ever need ideas about real-life situation where they need advice like:</p> <p><i>"I'm thinking about starting a new hobby, but I don't know which one."</i> / <i>"I want to improve my English, but I'm too busy."</i> / <i>"I'm not sure if I should travel alone this summer."</i> / <i>"I've been feeling really tired lately."</i></p> <p><i>Feedback (optional) : ask ss to share their problems and advice with the class.</i></p>	<p>Production: The students will be able to give and respond to advice using phrases like 'If I were you, I would...' or 'You should...'. This achieves the lessons aim.</p>	S
Error correction 3 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

Problems:

1. *I have a terrible headache.*
2. *I feel cold.*
3. *I'm not sure if I should go to the party.*
4. *I'm thinking about moving to a new city.*
5. *I have too much work to do and feel stressed.*

Advice Options:

- a. *If I were you, I would take a break.*
- b. *You should go to the party and have fun.*
- c. *Why don't you move and start fresh?*
- d. *You could try resting and taking some medicine.*
- e. *You should wear your coat.*

Sentences: fill in the gaps with the correct advice (If I were you, I would..., You should...,)

1. *I'm worried about my exam tomorrow. _____ study hard tonight.*
2. *I think I'm spending too much time on my phone. _____ limit your screen time.*
3. *I'm having trouble sleeping at night. _____ take a walk before bed.*
4. *I don't know if I should ask my boss for a raise. _____ go for it!*

Situation Prompts:

- *I'm thinking about starting a new hobby, but I don't know which one.*
- *I want to improve my English, but I'm too busy.*
- *I'm not sure if I should travel alone this summer.*
- *I've been feeling really tired lately.*

Anna: Hey Mark, I've been feeling really stressed out lately. I have so much work to do, and I don't know how to manage my time.

Mark: Hmm, that sounds tough. *If I were you, I would make a schedule* and try to stick to it. That way, you can manage your time better.

Anna: That's a good idea. I'll try it. What about you? How have you been?

Mark: Well, I've been thinking about joining a gym, but I'm not sure if it's worth it.

Anna: Oh, I think *you should definitely join!* Exercise helps reduce stress and keeps you healthy.

Mark: Yeah, you're probably right. I'll give it a try. Thanks for the advice!

Anna: No problem! *Why don't you start with a few trial classes* to see if you like it?

Mark: That's a great suggestion. I'll look into it.

True or False: Anna is feeling relaxed and stress-free in the conversation.

True or False: Mark is considering joining a gym to improve his health.

True or False: Anna suggests that Mark should start with a few trial classes.

True or False: Mark believes that Anna should work harder to manage her time.