

Name: Jade Heath Date: 05/07/24 Level: Intermediate Number of students: n/a Topic: Functional language - giving suggestions/recommendations
Main lesson focus (underline one): <u>Grammar</u> / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing
Learner outcome(s): The students will be able to give suggestions / recommendations on a location using functional language (such as ... “you could (v), should”, expressions “make sure”, “why don’t you” etc).
<p>Grammar: teaching form of modal verbs, 2nd conditional (if I were) and new expressions: “make sure + s + present simple verb”.</p> <p>Vocabulary: “(on the) outskirts (of)” (n.) “tourist trap” (n.) “delays” (n.) “to avoid” (v.)</p> <p>Phrases: “you could/should” “if I were you, I’d” “(n.) is worth (verb-ing)” “make sure you (verb)”</p>
Materials: presentation text, unscramble/reorder sentence task (p1), suggestion game cards (p2).

Assumptions: For this lesson I assume the Ss already know... vocab such as: restaurants, popular, busy, nature, public transport etc.
An anticipated problem: students may have problems placing the taught phrases into their own sentences My proposed solution: drill form, drill pronunciation, ccq and give examples. P2 game should help with sentence formation
What I intend to work on based on previous feedback: incorporating different techniques in EDBC stage (use engagement), and error correction

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill student s will be practising eg L
Engagement 4 mins	Place photos of some famous locations in London on the board, including some places in text (Borough Market, Hyde Park). Ask students if they know any of these places, if they've ever been to London. -Here try to naturally pre-teach some words through the visuals i.e <ul style="list-style-type: none"> • <u>T</u>ourist trap (n): (visual of piccadilly circus) we use this expression to describe a place, can be a restaurant, a monument, a shop that attracts a large number of 	Interests students in the topic of visiting places, naturally introduce vocab that will be used in lesson but is <i>not</i> the language	L

	<p>tourists, it is often very expensive for what it offers. Shops for example that sell “I love London” tops for £30. Explain trap CCQ - Do these places sell overpriced things? (yes) Would a local go there or enjoy spending time there? (no)</p> <ul style="list-style-type: none"> • <u>Delays</u> (n): (E) photo/visual of London public transport. What word do we use in English when a form of transport is late? My train hasn’t come on time, it must be _____. As a noun we’d say a delay or delays. Your flight can be delayed, or have a delay: same meaning. Is a delay inconvenient? (yes) Can delays be because of weather? (yes) 	focus. Reduces EDBC pre-teaching stage	
<p>Pre-teach new vocab</p> <p>4 mins</p>	<ul style="list-style-type: none"> • <u>Outskirts</u> (of) (n): (visual - map of a city) what do we call the surrounding areas of towns and cities, usually on the edge of said city? Similar to suburbs. CCQ: is Carmes/Palais de Justice in the outskirts of Toulouse? (no, it's in the centre) are the outskirts quieter than the city? (yes) • <u>Avoid</u> (v.): what are we doing if we’re trying to stay away from someone or something? If I say, you’ve got the flu, I need to _____ you. We also use this in the context of trying not to do something. I.e - “I try to X staying in the sun for too long” or “I X busy places at the weekend”. CCQ - If you avoid eating mcdonalds, are you healthy or unhealthy? (healthy) If I was avoiding my friend, what am I not doing? (talking to them etc) 	To teach students blocking vocab/contextual vocab (not target language)	L
<p>Presentation of target language</p> <p>15 mins</p>	<p>Here introduce students to the topic of “suggesting/recommending”</p> <ul style="list-style-type: none"> • Read dialogue first with a focus question. What places am I recommending to my friend? • Read again with T/F questions - on board: I told my friend to visit Camden Market on the weekend (F). I recommended visiting the V&A Museum (T) I told my friend to avoid the outskirts of London (F) • D - in pairs I - read the text (dialogue I just spoke) and look at the underlined words/phrases. Discuss what you think their function is. M - for example... hm you could, is that giving an idea? T - 2 minutes <p>Ask students to say underlined phrases</p>	Focus on and teach target language to students, main point as this is needed in production stage	R/S

	<ul style="list-style-type: none"> ● On board separate modal verbs and other expressions, writing out their form so that students can properly use the language - elicit ● Form: Subject + modal verb (should/could) + main verb - what do we use “go” ● If I were you... I would (elicit 2nd conditional), swap round too ● (n.) is worth (v.ing) - visiting, seeing etc ● why don't you (s) + (bf verb i.e, visit, see, try etc) ● make sure you (s) + (bf verb, i.e visit, see, try etc) in this context! (future) CCQ - make sure you saw the London Eye! (n) 		
Practice 1 9 mins	<ul style="list-style-type: none"> ● Practice 1 - incorrect and correct sentences to check students understanding of SUGGESTION/some new vocab <p>D - In pairs, I - reorder the words, and write the correct sentence on the dotted line. M - for example: sure you make go - ah, make sure you go! (mime writing it on the line). Use the board and presentation text to help you! T - 8 minutes. Write answers on board - error correction where necessary</p> <p>You could go to a pub to watch football Why don't you visit a hidden gem? The Basilique Saint-Sernin is definitely worth seeing! There are some great cafes on the outskirts of the city! If I were you, I'd avoid visiting the Eiffel Tower at the weekend! Make sure you try cassoulet at an authentic restaurant!</p>	Check that students understand where the verbs/nouns go in relation to expressions + check preposition knowledge?	R/W
Practice 2 10 mins	<p>D - In pairs I - Student A has a set of cards which has likes. Student B has a card with a keyword from a phrase they should use. Student A needs to tell student B what they like and ask for any suggestions or recommendations in Toulouse!</p> <p>M - For example, student A has restaurants. They would say, I like restaurants or going out to eat, what do you recommend? Student B picks up one of their cards, if it says “worth”, they say: hmm, l'entrecote is worth visiting! T - 4 mins, then swap students</p>	Gets the students to put the newly learnt phrases into sentences (verbally)	S

	<p>Pile of key words: WORTH, SHOULD, COULD, IF I WERE, WHY, SURE x2</p> <p>Pile of likes/dislikes: nature, churches, restaurants, bars, tourist attractions, markets, beaches</p>		
<p>Production 12 mins</p>	<p>Production: <u>roleplay</u></p> <p>Students will be able to give suggestions/recommendations on somewhere to visit using modal verbs and new expressions (functional phrases) (roleplay as tourist/local)</p> <p>D - on your own I - think of a city that you love and you know well. It can be Toulouse, London, anywhere! Try and think of different places. Write it down on this piece of paper, and keep it ready to give to your partner. M - for example, model writing a place T - 20s</p> <p>next</p> <p>D - on your own again I - write NOTES of suggestions or recommendations for places to go or visit. M - (on board) example - see cardiff castle, try a welsh cake T - 2 minutes</p> <p>Next</p> <p>D - in pairs, I - We are going to do a roleplay. One of you is a tourist, visiting the city of your partner's choice, the other is a local resident, giving recommendations! Take it in turns to be the tourist/local, use your notes to give suggestions. M - for example: ST A: I'm visiting (mime picking up card) Cardiff for the first time! What do you suggest I do? ST B: look at notes, you should see Cardiff castle, make sure you try a welsh cake!</p>	<p>Free production of previous stage - natural situation that would actually happen</p>	<p>S</p>
<p>Error correction 5 mins</p>	<p>-Note errors during production stage and write them on board</p>	<p>to correct students mistakes, while not interrupting fluency!</p>	<p>L</p>