

Name: Katie Johnston	Date: 1/7/2024	Level: Intermediate	Number of students:
Topic: Talking about the Paris Olympics			
Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing			
Learner outcome(s): The students will be able to talk about their own and someone else's plans about what they are going to do/ see/ during the Paris Olympics using the 'to be going to' future tense and new vocabulary			
Grammar: The 'be going to' future			
Vocabulary: Olympic Sports			
Materials: Presentation text, gap fill exercise, images of Paris Olympics Logos			
Assumptions: For this lesson I assume the Ss already know how to talk about basic sports and how to form the future simple with 'will'			
An anticipated problem: Ss may not be clear in the difference between using 'will' and 'to be going to'.			
My proposed solution: Through gap fill and predictions exercise in practice stage and the final production exercise students will deduce the difference in use.			
What I intend to work on based on previous feedback: In Lesson 1, the feedback from observers was to focus on Learner led lessons, where the learner is at the centre of the			

lesson, rather than the teacher. For example, if too much board writing is being done by the teacher, or too much teacher explications take over the time, then the learner is not the focus and STT is reduced.

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
Intro and engagement 5 mins	<p>Game of word tennis. Students can take turns to name as many sports as they can until they can not think of any more, until the last student to name a sport is the winner. Quick pace.</p> <p>I will put two images on the board to elicit lesson topic. The two Paris 2024 logos. Which one do you prefer? Why?</p>	<p>I will create an interest in the topic of Olympic sports. Introducing a fun game with active involvement from students at the beginning can add energy to the lesson.</p> <p>The images will narrow the topic from sports in general to the immediate event of the Paris Olympics The images will generate a discussion about the design of each logo.</p>	<p>Listening Understanding</p> <p>Speaking/ discussion</p>
Presentation 15 mins	<p>Grammar Point</p> <p>To be going to future</p> <p>Form: sub + am/are/is+ going to + BF Question form: am/ are/is + sub + going to + BF? Neg: Sub + am/ are/ is not + going to + BF</p> <p>Function: To talk about sth that is going to happen in the future based on evidence or intentions (plans)</p> <p>1. egFuture plans or intentions:</p>	<p>For the lesson objective to be successful the students will need worked examples of why there is DIFFERENCE BETWEEN ‘WILL’ AND ‘GOING TO + BF’</p> <p>Working the Question and negative forms will be needed for the production stage.</p>	Speaking

	<ul style="list-style-type: none"> ○ We are going to attend the opening ceremony of the Paris Olympics. ○ She is going to volunteer at the Olympics next year. <p>2. Predictions based on present evidence:</p> <p>The stadium is almost complete. It is going to be ready on time</p> <p>Timeline:</p> <hr/> <p>Pronunciation : Look at contractions</p> <ol style="list-style-type: none"> 1. I am going to – I’m going t’ 2. You are – you’re 3. He is – he’s 		
Practice 1: 5 mins	<p>Gap Fill – plans/ intentions</p> <ol style="list-style-type: none"> 1. In pairs 2. Gap fill exercise on paper 3. Model 1 st question 4. 5 mins 5. Hand out sheets 	Ss have a chance to practice form and pronunciation of contractions	R+W
5 Mins	<p>Correct answers on the board</p> <p>Listen to Ss pronunciation – correct if necessary</p>		
Practice 2	Make predictions based on present evidence	The students can use some predictions about weather/	W

Grammar Point 10 mins	<p>Write 3 sentences on the board</p> <p>1.The construction of the stadium is ahead of schedule. (The stadium/ to be ready/ early)</p> <p>2.Athletes are training very hard (They/ to perform/ excellently)</p> <p>3.Ticket Sales are skyrocketing (The events/ to be/ sold out)</p> <p>In pairs – form correct answers Ask students for answers orally and write correct sentence on board for students to refer to during production stage.</p>	crowds/ food during the production stage	
Production 15 Mins	<p>Students will be given cards with a suggested itinerary for a day at the Olympics</p> <p>A: B: Each card has some plans filled in already and some blanks at certain times.</p> <p>In Pairs, ss will ask each other: 'What are you going to do at 3pm?'</p> <p>Teacher : Model example to include detail</p> <p>Ss record the answers on their own itinerary until they have a complete day.</p> <p>Hand out sheets</p>	<p>The objective is to get all students asking questions relating to plans and intentions and predictions about what is going to happen during the day.</p> <p>The prompts help with question formation and also give guidance for more developed answers with detail using the verbs and new vocabulary taught earlier in the lesson</p>	S
Error correction/	Give Ss an opportunity to say what they found difficult,		

wrap up 5 mins	what they liked, what they found interesting. Do some observed errors correction		
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