

Name: Laura Reeck	Date: 07/07/2025	Level: B2	Number of students expected: 4
Topic: Travel and Voluntourism			
Main lesson focus (underline one): Grammar / Speaking			
Learner outcome(s): The students will be able to talk about travel and voluntourism using modal verbs for advice and possibility.			
Grammar: model verbs used for the present and future			
Vocabulary: voluntourism, harm, insight, rely on, untrained			
Phrases:			
Materials: presentation text + comprehension questions, vocabulary matching exercise, rewriting sentences exercise (P1), situation cards (P2)			
Assumptions: For this lesson I assume the Ss already know some usages of modal verbs and recognize modal verbs. They will know basic travel vocabulary.			
An anticipated problem: Students wanting to use model verbs in the past.			
My proposed solution: If this arises, I will remind them that we are using modal verbs to talk about the present and future.			
What I intend to work on based on previous feedback: Not spend too long on vocabulary, CCQs			

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
Engage 5 mins	Warm up and engage with pictures of participants in voluntourism. Show headlines in the news about its debatable status.	Have the students begin listening and speaking in English; engage the students visually with the topic of the day.	L, S
Vocabulary 5 mins	<p>“voluntourism” will be acquired through the warm up: Drill, volunteer + tourism, CCQ: Is a voluntourist paid for their work? Board. Repeat.</p> <p>Return to slides to show the word “harm” – ask them if they know what it means. Drill. CCQ: Is harm the opposite of help? Board. Repeat.</p> <p>Take 2 mins to match the words and definitions.</p> <p>“rely on”: Drill. CCQ: Does it mean “to depend on” “to count on.” Board. Repeat.</p> <p>“insight”: Drill. CCQ; Can someone with insight help you with a problem? Board. Repeat.</p> <p>“untrained”: Drill. CCQ: Are you prepared for something if you are untrained? Will you do a good job if you’re untrained? Board. Repeat.</p>	Pre-teach vocabulary that appears in the presentation text and practice exercises.	L
Presentation text 8 mins	Individually, read the presentation text on voluntourism. As you read, look for the answer to the focus question.	Give students the opportunity to see the vocabulary used in context. Further explore the topic of the day. Give the students an opportunity to focus on reading	R

	<p>Answer to the focus question?</p> <p>Now unfold the paper and complete the True and False questions.</p> <p>FB: Check answers.</p>	<p>comprehension.</p> <p>Check student understanding and reading comprehension.</p> <p>Check student understanding and reading comprehension.</p>	
<p>Grammar point</p> <p>8 mins</p>	<p>Modal (auxiliary) verbs used for the present and future: invariable, no marker of time/tense</p> <p>Some argue it can do more harm than good. (possibility)</p> <p>Find another sentence with a modal verb used for possibility.</p> <p>Experts suggest that volunteers should choose ethical organizations. (advice)</p> <p>Look at comprehension questions with modals.</p> <p>should / must / might / may / can / could / ought to</p> <p>Why are these modal verbs being used? To express what?</p> <p>Function: advice, possibility</p> <p>Form: S + modal verb + bv</p>	<p>Introduce the grammar point that students will use in the exercises and production.</p> <p>Ensure that students understand that there there are two+ modal verb that can be used.</p>	L

P1 6 mins	<p>Individually, rewrite these sentences using a modal verb.</p> <p>You have 4 mins.</p> <p>FB: Check for different modals used.</p>	Ask students to apply their understanding of modal verbs in a contextualized written exercise. Arrive at understanding that often more than one modal verb can be used.	W
P2 6 mins	With your partner, turn over a situation card. Read the situation to your partner. Your partner has to give at least two pieces of advice on the situation using a modal verb.	Introduce a speaking activity in which students can freely choose which modal to use in a context of giving travel advice. Warm up again for the production exercise.	S
Production 15 mins	<p>Together, discuss these questions about voluntourism with your partner. Spend 2-3 minutes discussing these questions.</p> <ul style="list-style-type: none"> • How does voluntourism help local cultures? • How does voluntourism harm local cultures? • Would you like to be a voluntourist? Why or why not? • What volunteering would you be interested in? • What would you do to get ready for a voluntourism experience? • What should you do before leaving on a voluntourism experience? • How can travelers make sure their help is truly useful? • What advice would you give a university student interested in voluntourism? 	Give students an opportunity to speak freely for 15 minutes, using vocabulary and concepts from the lesson. Give them a personalized exercise.	S
Recap and error correction		Ensure that the students understand modal verbs in this context. Ensure that students understand the concept of voluntourism.	L

3 mins			
Filler	Watch voluntourism video, https://en.islcollective.com/english-esl-video-lessons/voluntourism/638369	Give students an opportunity to listen to a short video presentation of voluntourism; this video is slightly above their level, but it encourages them to listen carefully and focus on the words and concepts they have learned.	L