Source: https://slev.life/celta-pass-a-examples

Name: Steven Levithan
Lesson: TP7 – Grammar
Lesson length: 45 minutes
Lesson date: 2020-12-16
Level: Pre-Intermediate
Number of learners: 10-15

Learning Outcomes

- To practice and review structures to express probability (will definitely, probably won't, might not, etc.) in the context of changes in the future.
- To practice speaking for fluency in the context of changes in the future.

Personal Aims

- To use clear, concise instructions that provide adequate STT.

Anticipated Problems & Solutions

- During freer practice, some Ss might not feel motivated or imaginative enough to come up with predictions for changes in society (the context for part of the lesson) on the spot.
  - Solution: Personalize freer practice by having Ss make predictions about their own lives.
- Ss might have questions about the difference between the taught form ("will probably") and the common alternative form "is/are probably going to".
  - Solution: Have language analysis ready for both, but only teach the latter if Ss ask for details.

Materials

- Cunningham & Moor, New Cutting Edge Pre-Intermediate Students' Book, Longman, 2005, p. 82 and Class CD-2 Track 9.3
- Google Slides
  - <https://docs.google.com/presentation/d/1SLPKk9dXGazCqPRoW84L3QNnureQ5Bi_6CiKL6yT9Y4/edit>
- Google Forms
  - Gap-fill task: <https://forms.gle/FKDXm4NxMiD6Mjhg8>
  - Controlled practice task: <https://forms.gle/KfZtrAz3DtJivMfa6>
- Google Jamboard
  - Ordering task: <https://jamboard.google.com/d/1R1HmhzzGOTGrs_8Z-Xq8OGHGjo50yYzbx9WKIDJqld4/edit>
- Zoom breakout rooms, whiteboard

Language Analysis

Language	Will definitely	Will probably	May / might
Context	We'll definitely listen to music.	We'll probably listen to music.	We may/might listen to music.

Meaning	We use this when we are sure something will happen. The negative of this phrase is "definitely won't". CCQs: • Which is more certain, definitely or probably? (Definitely) • If you say you are definitely going to eat, are you 100% sure or 90%? (100%)	We use this when we are fairly sure something will happen. The negative of this phrase is "probably won't". CCQs: • If you say you probably won't eat, are you sure or unsure? (Unsure) • Do you think it will happen? (No)	We use these to say that it's possible something will happen. The negative of these words is "may/might not". CCQs: • If you say you might eat, is it possible you will? (Yes) • Is it possible you won't? (Yes) • Which is more certain, probably or might? (Probably) • Can we use "may" instead of "might" to mean the same thing? (Yes)
Form	Adverb of certainty. Forms: • will definitely + bare infinitive • definitely won't + bare infinitive Alternative Forms: • is definitely going to + bare infinitive • definitely isn't going to + bare infinitive	Adverb of certainty. Forms: • will probably + bare infinitive • probably won't + bare infinitive Alternative Forms: • is probably going to + bare infinitive • probably isn't going to + bare infinitive	Modal verbs. Form: • may/might + (not) + bare infinitive Usually not contracted as mayn't/mightn't.
Pronunciation	/ˈdef.ən.ət.li/	/ˈprɑː.bə.bli/	/meɪ/ and /maɪt/
Appropriacy	Neutral	Neutral	Neutral
Notes	Since "will" is used to talk about intentions and strong decisions, we sometimes use the "going to" form to sound more objective. E.g., "she won't help us" vs "she isn't going to help us".		Might is the past simple of the verb may, and is used when backshifting the tense for "may" in reported speech. May and might can be used for other purposes, including asking for permission. May (but not might) can be used to *give*

Comentado [CT10]: good

Comentado [CT9]: clear CCQs

Comentado [CT11]: good

Comentado [CT12]: yes, good

Comentado [CT13]: accurate

Comentado [CT14]: ok

Comentado [CT15]: yes

		permission.

Procedures

Lead In – 5 min – T-S / S-S

- Introduce Ss to the topic of the lesson (changes in the future).
  - "Today we'll talk about changes in the future, and learn grammar and words for probability."
- Show picture of family in old fashioned clothes on slide.
  - "This is the Bowler family. When and where do you think this family lived?"
  - "The real story is this was a family in London that took part in an experiment to see what life was like in 1900."
- Show examples of things the Bowler family normally did that they didn't do during the experiment.
  - Talk to friends on the telephone
  - Have baths and showers
  - Play computer games
  - Listen to music
  - Eat pizza
  - Use the internet
- Ask Ss to talk in pairs (using breakout rooms) about whether people will still do these things in another 100 years.
  - Instructions: "Please take **2 minutes** to talk in pairs about if you think people will still do these things 100 years from now."
  - Give demo: "In 100 years I think people will probably still listen to music, but the music will be completely different."
- Nominate 1-2 students to share their answers with the class.

Text Work – 6 min – S / S-S

- Share link to gap-fill task.
- Instructions: "Now we'll hear some predictions about the same things from other people. Please take **1-2 minutes** to read the sentences first."
- When students are ready, elicit predictions about what language to expect.
  - "What word do you think will be in the first sentence?"
- Instructions: "Now listen to the predictions and complete the gaps in each sentence."
- Play the recording.
- Ask if Ss need to hear it again.
- Have Ss compare/check answers in pairs for **1 minute**.
  - "Take 1 minute to compare your answers with your partner and see if you agree."
- List the words for Ss (*probably, definitely, may, might*) and ask what they have in common. (They express probability.)

Comentado [CT16]: contextualized topic.

Comentado [CT17]: ok, a bit fast

Comentado [CT18]: student centered lead in

Comentado [CT19]: time set

Comentado [CT20]: well scripted

Comentado [CT21]: good demo

Comentado [CT22]: good stage transition

Comentado [CT23]: language in context

Comentado [CT24]: fairly well elicited – what word do you think goes here.

Comentado [CT25]: Ok, well demo-

Comentado [CT26]: Good- student centered., and then OCFB- SHOWING THE ANSWERS ON THE FORM-GOOD STAGE TRANSITION

Comentado [CT27]: Good eliciting techinique.

Clarification – 14 min – S-S / T-S

Target language:
- *will definitely | definitely won't*
- *will probably | probably won't*
- *may/might | may/might not*

Meaning:
- Send Ss link to ordering task and ask them to order the sentences from most to least probable (100% to 0%).
  - Instructions and demo: "I need your help. I forgot which of these sentences are most and least probable. I only remember that this one ('We'll definitely listen to music') is 100%. Please work together to move the other ones into the correct order."
  - Options:
    - We definitely won't listen to music.
    - We'll definitely listen to music.
    - We might listen to music.
    - We'll probably listen to music.
    - We probably won't listen to music.
- Show the sentences on a whiteboard and ask CCQs:
  - Which is more certain, definitely or probably? (Definitely)
  - Which is more certain, probably or might? (Probably)
  - If you say you are definitely going to eat pizza, are you 100% sure or 90%? (100%)
  - If you say you probably won't eat pizza, are you sure or unsure? (Unsure)
  - Do you think it will happen? (No)
- Ask more Qs:
  - Can we use "may" instead of "might" to mean the same thing? (Yes, there's no significant difference in probability)
    - Edit sentence on whiteboard to use "may/might".
  - What does the contraction "we'll" mean? (We will)
  - What does the contraction "won't" mean? (Will not)

Form:
- Transition: "Well done, everyone. Now what about the grammar?"
- Underline uses of *will* and *won't*.
  - Highlight sentence with *will*: "Is this sentence positive or negative?" (Positive)
  - Highlight sentence with *won't*: "Is this sentence positive or negative?" (Negative)
- Ask:
  - "Do *probably* and *definitely* come before or after *will*?" (After)
  - "Do *probably* and *definitely* come before or after *won't*?" (Before)
- Highlight the sentence with *may/might*.
  - "How do we use 'may' or 'might' in a negative sentence?" (May/might not)
- Ask about form for verbs:
  - Show 3 options on whiteboard:
    - We'll probably eat pizza.

- ▪ We'll probably to eat pizza.
- ▪ We'll probably eating pizza.
  - ◦ "Which form of the verb *eat* is correct?" (Eat)
  - ◦ Highlight prior sentences on whiteboard: "Do all of our example sentences about music use the same verb form?" (Yes)

Pronunciation:
- Model and drill TL (definitely, probably, may, might) in context.
- Elicit syllables and stress for TL.

Comentado [CT33]: good, but remember to practice the TL in complete sentence

Controlled Practice – 5 min – S / S-S

- Transition: "Okay, great job everyone. Let's do a short quiz to check that we can use the language correctly."
- Share screen and give instructions: "Choose the correct option to complete each sentence. You have **2 minutes**."
- Send Ss a link to the controlled practice task.
- Give **1 minute** to compare/check answers in breakout rooms.
- Go over submitted results with Ss.
  - ◦ For questions that not everyone answered correctly, elicit the correct answers by nominating Ss to read the complete sentences with their selected answers, and asking others whether they agree.
  - ◦ For the last question (*definitely* in a positive sentence), if Ss give different answers, note that all the word order options can be correct, but "we'll definitely" sounds the most natural.

Comentado [CT34]: good wording

Comentado [CT35]: short and clear instrcutions-

Comentado [CT36]: good time setting

Comentado [CT37]: good- student centered pair checking

Comentado [CT38]: ok, why not have answers prepared- saves time

Freer Practice – 8 min – S-S

- Transition: "You're using the language very well. Now let's practice in a conversation."
- Instructions: "Take **2 minutes** to write 3 predictions about your own life. Not in 100 years anymore. Use the language we studied today."
  - ◦ Give demo: "For example, you could say 'I think I will probably get married and have 5 children.'"
- When Ss are ready, continue instructions: "Okay, now we'll take **4 minutes** to talk about our predictions together, and ask each other questions about why we think these things will happen."
- Nominate stronger S to give a demo together:
  - ◦ "[name], can we do an example together?"
  - ◦ "What was your first prediction for yourself?"
  - ◦ "Very interesting. Why do you think that?"
- Send students to breakout rooms to discuss in pairs.
  - ◦ "Okay, let's start. Please discuss for 4 minutes."
- Monitor conversations for good and incorrect examples, as well as speech that can be reformulated.

Comentado [CT39]: ok,

Comentado [CT40]: good-personalized topic

Comentado [CT41]: good demo

Comentado [CT42]: good-

Feedback and Delayed Error Correction – 7 min – T-S

- Compliment Ss on interesting discussions.
- Nominate 1-2 Ss to share what they discussed. Use for more material in DEC.
- Use whiteboard to share examples of speech that is good, incorrect, and that can be reformulated.
- Elicit from Ss whether each example is correct. Have Ss discuss reformulated ways to say the same things more naturally.
- Provide corrections and model/drill pronunciation as appropriate.

Appendix A: Answer Key

Gap-Fill

A. People [definitely] won't use a telephone to talk to their friends.
B. In another 100 years, people will [probably] listen to music, just like they do now.
C. In 2100, people [probably] won't have baths — only showers.
D. A hundred years from now, people will [definitely] eat pizza!
E. By that time, there [may] be a new way of listening to music.
F. We [might] use the Internet in a completely different way. To replace schools, for example.

Ordering

We'll definitely listen to music.
We'll probably listen to music.
We might listen to music.
We probably won't listen to music.
We definitely won't listen to music.

Controlled Practice

1. we might
2. probably won't
3. we might not
4. we'll definitely

Appendix B: Screenshots

Google Slides
<https://docs.google.com/presentation/d/1SLPKk9dXGazCqPRoW84L3QNnureQ5Bi_6CiKL6yT9Y4/edit>:

- Talk to friends on the telephone
- Have baths and showers
- Play computer games
- Listen to music
- Eat pizza
- Use the internet

Will people still do these things 100 years from now?

(2 minutes)

Example: In 100 years I think people will probably still listen to music, but the music will be completely different.

Practice

Predictions for your own life (3 sentences).

- What will **definitely**/**probably** happen?
- What **might** or **might not** happen?

Example:

I think I will probably get married and have 5 children.
Why do you think that?

Gap-fill task <https://forms.gle/FKDXm4NxMiD6Mjhg8>:

Changes in the future

Listen to the audio and fill in the gaps.

A. People _____ won't use a telephone to talk to their friends.

Your answer

B. In another 100 years, people will _____ listen to music, just like they do now.

Your answer

C. In 2100, people _____ won't have baths — only showers.

Your answer

D. A hundred years from now, people will _____ eat pizza!

Your answer

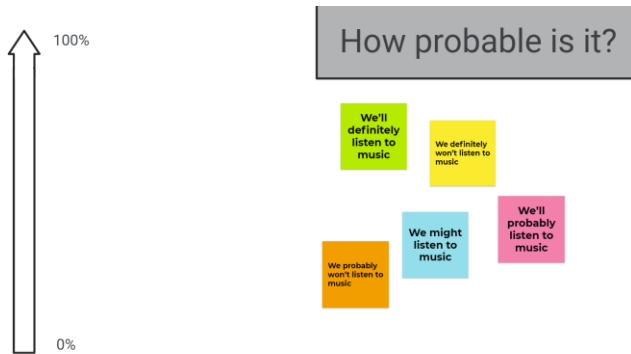E. By that time, there _____ be a new way of listening to music.

Your answer

F. We _____ use the Internet in a completely different way. To replace schools, for example.

Your answer

Please don't submit

Submit

Ordering task <https://jamboard.google.com/d/1R1HmhzzGOTGrs_8Z-Xq8OGHGjo50yYzbx9WKIDJqld4/edit>:

Controlled practice task <https://forms.gle/KfZtrAz3DtJivMfa6>: