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

**Lesson:** TP7 – Grammar

**Lead In** – 5 min

* 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

* 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.)

**Clarification** – 14 min

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.

**Controlled Practice** – 5 min

* 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.

**Freer Practice** – 8 min

* 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.

**Feedback and Delayed Error Correction** – 7 min

* 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