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| **Topic: Lie Detector Tests at Airports are Coming!** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Yazdan Rastegari (Joshua)** | **Pre-Intermediate** | **Young Adults** | **8** | **25 minutes** |
| **Materials:**  **-Pictures**  **-8 copies of the article**  **-8 copies of worksheet**  **-Markers and whiteboard**  **-Dictionaries (each student is supposed to bring their dictionary to the class)** | | | | |
| **Aims:**  **-The student will be able to identify and use simple future tense through teacher’s instructions, reading and group work**  **-The student will be able to explain ideas about future technologies through reading a related article and exchanging ideas with one another.**  **-The student will be aware of simple future tense proper adverbs of time (e.g. tomorrow, next year, ten years later and etc.)** | | | | |
| **Language Skills:**  **-Listening: Listening to teacher’s instructions, to other classmates, and to one self.**  **-Speaking: Answering teacher’s ICQs and CCQs, discussing and sharing the answers for practice and production; and using the new words and expressions (time adverbs for future tense).**  **-Reading: Reading the main article to identify simple future tense, looking up the new words in their dictionaries**  **-Writing: Taking notes while listening to each other in the group work, answering the worksheet exercises and making new sentences about future.** | | | | |
| **Language Systems:**  **-Phonology: listening carefully to the teacher and distinguishing the sounds of /i:/ (wheel) and /I/ (will)**  **-Lexis: key words and collocations related to the topic of lie detector technology**  **-Function: simple future tense and the role of ‘will’**  **-Discourse: expressing ideas about their near and distant future** | | | | |
| **Assumptions:**  **Students already know:**  **-the teachers teaching style and procedure (engage, study and activate)**  **-most of the vocabulary used in the article though there are some words higher than their level.**  **-how to express their ideas in class in pairs and group work**  **-the students are lively and active due to their age level** | | | | |
| **Anticipated Errors and Solutions:**  **-Wrong use of the infinitive after modal verb**  **She will going to school tomorrow.**  **She will go to school tomorrow.**  **-Wrong word order in simple future tense due to mistake with frequency adverbs in present simple**  **He will tomorrow meet his boss.**  **He will meet his boss tomorrow.** | | | | |
| **References:**  **Lie Detectors Tests at Airports are Coming. In** [**Breaking News English**](https://breakingnewsenglish.com/) **website. Retrieved in December 21, 2018 from https://breakingnewsenglish.com/1811/181105-lie-detector-tests.html** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **3 min**  **3 min**  **3 min** | **Whole class**  **Whole class**  **Whole class**  **Groups** | **The students answer teacher’s greeting and questions.**  **Students answer questions regarding the pictures. They listen to each other and the teachers wording and answers also.**  **Students listen to the teacher’s instruction answer the ICQs and read the article and underline the word ‘will’ with the following verbs.**  **Students listen to the teacher’s explanations carefully.**  **And they participate actively in the drill exercise.**  **They notice their errors by teacher’s error correction.** | | **Lead-in**  **Teacher greets the students; hello everyone! How are you today?**  **Teacher shows the picture and asks questions about it.**  **He elicits from the students.**  **-Do you use this phone?**  **-How about this?**  **-When will we have this one?**  **Teacher explains about the title of the article and he will pass the article to the students and asks them to read it. The students do not need to worry about the difficult words. In case they can refer to the back of their sheets. The students are supposed to read the article and underline the word ‘will’ with the following verbs.**  **They have 3 minutes for this part.**  **Teacher asks ICQs about time.**  **Now teacher briefly explains the grammatical form of simple future tense on the board.**  **Then he does a drill exercise with them by using a substitution table.**  **The teacher corrects the students’ errors.** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3min** | **Groups** | **Students listen carefully to the teacher’s instructions on the worksheets and answer his ICQs.** | | **The teacher passes the worksheets and instructs the students to do the first exercise in 2 minutes.**  **He asks them to check the answers in a minute with their group members (if they see any difficulties they may ask the teacher)** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **2 min**  **5 min** | **Groups** | **Students carefully listen and do what the teacher has instructed them. They also answer the teacher’s ICQs.**  **Students actively talk to each other and share their ideas about near and distant future.**  **Students will talk without the teacher’s control about future in general (future of the world, and etc.)** | | **Teacher asks the students to write three sentences about their near and distant future on their sheets in 3 minutes.**  **After that he tells them to share what they have written with their group members. The group members should write at least one sentence about what their friend share and they find it interesting to them.**  **Teacher asks ICQs about time and the task.**  **Now students are free to talk about future of the world, their country, or etc.**  **Teacher observes the students’ group discussion and takes notes of their errors or any other significant issue regarding the language system they are using.** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min** | **Whole class** | **Students stop the group work and look at the teacher. They answer the teacher’s CCQs and respond to his expressions by using the new grammar.**  **Students pay attention to what they should do as assignment.**  **They respond to the teacher’s dismissing greetings (probably a couple of the stay to ask questions)** | | **Teacher asks what the students have learnt today. He asks CCQs**  **He briefly defines the homework for the next class.**  **The teacher thanks the students for active participation and enthusiasm:**  **-Good job! Well done!**  **If there is no questions then**  **See you tomorrow.**  **Have a nice evening.** |
| **Notes:** | | | | |