

DAILY LESSON PLAN

INTRODUCTORY INFORMATION

School: Istanbul University

Instructor: Tuncer Can

Time: 45'

Number of students: 18

Level of class: Intermediate/ B1

Overall objectives of the lesson	*Students will be able to express themselves fluently, accurately in the situations about the future in their daily life.
Behavioral objectives of the lesson	*students will be better able to speculate about the future. *students will be able to make predictions about the future.
Teaching Point	Grammar/speaking/reading(integrative) Making predictions about the future orally using speculating and prediction structures such as: will, might, could, may, will probably, will be able to
Timetable Fit	*students have recently worked on talking about future using simple future tense structures and first conditional. *as a next step they will work on future perfect and future continuous tenses. *The students know how to construct a summary.

<p>Assumptions</p>	<p>*students can use present and future simple tenses relatively well.</p> <p>*students can find the topic engrossing.</p> <p>*students will be eager to record their voice and use technology in their task.</p> <p>*Watching a machinima video will increase their interest to the topic.</p>
<p>Problems</p>	<p>*ss may not use the target language while they are doing group work.</p> <p>*ss may be afraid of making mistakes while presenting their predictions.</p> <p>*ss may have difficulty while thinking about what might change in the future</p>
<p>Solutions</p>	<p>*I will encourage them to use target language by giving positive feedback and motivating them saying: please at least just use words to express yourself you have difficulty form a sentence. Try to use simple sentences.</p> <p>*I will give instructions again if they need by exemplifying</p> <p>*I will lead help them asking leading questions to find speculations about the future for instance: Think of films you watched are there any future speculations there ?</p>
<p>Class Profile</p>	<ul style="list-style-type: none"> • 18 teenage students ages between 16-17 • EFL learners in a high school in Turkey • There are some shy students to use target language • They enjoy group work.

<p>Materials</p>	<ul style="list-style-type: none"> - Pictures - Poster - Handout - Tablet - Smartphones - Machinima video - Internet -
<p>Techniques</p>	<ul style="list-style-type: none"> • Group work • Focusing • Direct instruction • Monitoring

<p>Activity Step</p>	<p>Interaction - timing</p>	<p>Procedure</p>	<p>Aim(s)</p>
<p>Motivation Warm up</p>	<p>3-5 Whole class discussion</p>	<ul style="list-style-type: none"> • Teacher greets ss . • The teacher presents pictures about past and present versions of some items such as phones computers, buildings. • Teacher asks what they are. How did they change? Will they improve in future? • Ss give their answers and teacher expresses her idea about current developments and future possibilities. 	<ul style="list-style-type: none"> • To relax students • To create stress free atmosphere • To drive ss attention to topic by activating their background and world knowledge

P R E - T A S K	t-ss 10-12'	<ul style="list-style-type: none"> • Teacher opens a machinima video. • Teacher tells students to watch the video and give answers to the questions on the handout she will give. • After students answer the questions teacher gives the instructions for the main task. 	<ul style="list-style-type: none"> • To create a context for to achieve a task • To expose ss the target language structures and the topic inductively • To focus on the top down procedure. • To focus on meaning.
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T A S K C Y C L E	ss-ss t-ss 20- 22'	<p><u>Task</u></p> <ul style="list-style-type: none"> • Teacher explains that just like the characters in the video students should speculate about future. The class will prepare a short future vision; turn this vision into a voice mail for next generations. • Teacher asks ss to work in groups with 3 ss. • As a next step Teacher asks ss to select a field from the box which includes six categories and visual support related category; Technology, education, health, transportation, space and climate. • According to the category the group should brainstorm the possible developments. The groups can also make use of Internet to briefly search about their category's future. • And after preparing their visions they should make a voice mail to the next generations that may experience their predictions. • Their voice mail should include what is the present situation and what might happen in the future. • Later they should present their voicemails and talk about their prediction to the class. • Finally the class vote for the best voice mail to leave for the next generations. <p><u>Student's roles</u></p> <ul style="list-style-type: none"> • The groups brainstorm their topic • The groups prepare their predictions to record to the Smartphone. • The groups rehearse what they will say. • The groups record their voicemails. • The groups present their records to the class. • The group members explain to the class why they predicted such developments. • The class votes for the best voice record. 	<ul style="list-style-type: none"> • To make ss work cooperatively • To provide them concrete context to work on it • To elicit ss to help them complete the task • To create stress free atmosphere • To encourage use of language • To ensure ss understood the instructions • To accomplish the task • To let them know how was the product • To ss evaluate their own works
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		<p><u>Teacher's roles</u></p> <ul style="list-style-type: none">• Acts as monitor and encourage students• Ensures the purposes of the report is clear• Acts as language adviser• Helps students rehearse oral reports or organize their written predictions.• Acts as chairperson, selecting who will speak next.• Write downs some of the predictions of students on the board while they are presenting.	
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P O S T T A S k	t-ss 5-7	<ul style="list-style-type: none"> - Considering written predictions on the board teacher ask them whether they have noticed any specific language feature while making predictions and underlines the structures which ss tell. - Teacher makes a brief explanation about the topic. - Lastly the teacher assigns homework. Teacher writes some science fiction futuristic movie names on the board. The students are required to watch one of the science fiction movies recommended by the teacher and write a short summary of the movie. This summary must include the futuristic vision of the film. Students should explain what predictions did the movie made about the future. 	<ul style="list-style-type: none"> • To make it clear the topic and the structures • To finish lesson effectively
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