

DAILY LESSON PLAN

INTRODUCTORY INFORMATION

School/Class: High School / 11

Estimated time of lesson : 45'

Number of students: 20

Level of class : upper- intermediate

Overall objectives of the lesson :	By the end of the term, students will be able to expressing their ideas about possible and unreal situations fluently and accurately.
Behavioral objectives of the lesson :	By the end of the lesson ,students will be able to use some phrases and structures(<i>what if .. , would, if it had been... , etc.</i>) to express unreal situations.
Teaching point:	Talking about unreal situations
Timetable fit:	In the previous lesson, students have learnt to speak about possible situations by using <i>ifclauses (type 1)</i> . In the next lesson, students will talk about regrets.
Assumptions:	-Students will understand the video easily. -Students can use the target structures.
Anticipated problem(s):	Some technical problems can occur related to sound system while playing the video.
Solution:	Teacher brings her own loudspeakers
Class profile:	They have basic knowledge to talk about unreal situations.
Materials/Aids:	Video,hand-outs
Technique used:	Pair work , group work , creative writing and speaking

ACTIVITY/STEP	INTERACTION/ TIMING	PROCEDURE	AIM(S)
Motivation/ Warm-up	(3'-5') T-Ss Ss-T	<ul style="list-style-type: none"> -Teacher greets the students. - Teacher talks about how being a teacher and she talks about possible situations what if she hadn't been a teacher . -Then she asks to some students where they would be if they weren't in that school. 	-To activate students' background knowledge about the topic of the speaking task.
Pre-task	(5'-7') T-Ss Ss-T	<ul style="list-style-type: none"> -Teacher plays the video by the second part and wants the students to predict what would happen next. -Student make prediction and teacher plays the second part. -Teacher wants students to focus on how the language is used so students can take some notes that will necessary in the main task. 	-to get students familiar with the language which is necessary to use in the discussion.
Task Cycle	(18'-20') Pair work	<ul style="list-style-type: none"> -Teacher gives short story : <i>The Necklace by Guy de Maupassant</i>. Then she wants the students to read it and briefly think about it. -Firstly, teacher wants the students to work in pairs. -She asks students how events would be different if 	-to make students speak fluently about unreal situations.

		<p>characters had been acted in another way.</p> <ul style="list-style-type: none"> -Students discuss it in pairs. -Secondly, teacher asks students if they were in Mathilde's shoes, how they would act. -Students again work in pairs and talks about it. 	-to enable critical thinking
Post – Task	<p>(10'-15')</p> <p>Group work</p>	<ul style="list-style-type: none"> -Teacher wants the students to work in groups of 5. -Each group creates their own character with his/her very brief story and they write it. -The groups exchange their papers between them and they try to change the climax of the story that affects the life of the character. 	-to create events related to unreal situations