

## **LESSON PLAN**

**Name(s)/Surname(s):**

**Institution/Context of language teaching:**

**Material (Course-book/Unit) used: -**

**Lesson focus:** Simple future, future continuous, future perfect, debate

**Learners' previous knowledge:** The knowledge of English sentence structure, common verbs, subject-verb relation.

**Learner profile:** B1 level

**Allocated time:** 40 minutes

**Anticipated problems and remedies during teaching:** Connection problems may occur. For that, the teachers will be alert to compensate for whatever is lacking while the other one teaches. In a classroom where there is no assistant or second teacher, the students will be sent the materials beforehand and the instructions will be given beforehand. Time may not be sufficient. Therefore, we prepared the materials fairly shorter than we normally would. The focus will be more on how the students interact with the class materials and creating communicative opportunities for the students (thus, our choice was to have them debate). The students may not feel comfortable about turning their cameras on, so the activities will require them only to use their microphones; any student who feels comfortable can turn their camera on, but the activity will be successfully completed even if they do not.

**Goal(s) of the lesson:**

- To make students form sentences in the “future tense”.
- To make students express their opinions in a given context.
- To help students form groups (in debate), and respectfully discuss their ideas.

**Objectives of the lesson:**

- The students will practice the future tenses while working with other tenses as well.
- The students will be able to differentiate between future tense and other tenses while learning from the infographic.

- The students will learn how to express their ideas systematically as a group.
- The students will cooperate, which will help them strengthen the classroom interaction.

## PROCEDURE

### WELCOME

- **Allocated time:** 3 minutes
- **Procedure (what do the teacher and the students do):** The teacher greets the students and asks them if they worked on the pre-class material. The pre-class material consists of a video that gives some background information and food for thought for the debate that will take place. The students will be asked to generate some ideas on the debate subject in the video. They are also welcome to come up with their own debate topics as well. The teacher(s) will take notes of them on Google Jamboard.
- **Aids (if any, other than the coursebook):** Pre-class material (video),
- **Interaction Patterns:** T-Ss, T-S
- **Stage Justification:** One of the main applications of a flipped class is providing students pre-class materials. Thus, it is important to receive students' feedback on the materials. The students are expected to view the material at their own pace and make sense of the topic to be learned beforehand, on their own terms. The motivation behind this is to create opportunities for self-regulated, autonomous learning. Since they will be debating this class, we wanted to give them some prompts to brainstorm on their own first, in order to be more prepared and attentive while they discuss among the group.

### PRESENTATION, WARM-UP

- **Allocated time:** 7 minutes
- **Procedure (what do the teacher and the students do):** The teacher will talk about the grammar infographic, and then ask them if they remember this grammar structure. If the students haven't checked the first infographic, the teacher will talk a little about it. The students will be encouraged to say what they know or remember about the future tenses and they are more than welcome to ask any questions they may have. The students can form example sentences if they want to. Then the teacher will ask about the useful vocabulary infographic and try to see whether the students have any vocabulary that they don't know. The students are welcome to contribute to the content of this infographic if they find any new examples.

- **Aids (if any, other than the coursebook):** Infographics, Jamboard in case the teacher takes notes.
- **Interaction Patterns:** T-Ss, S-T, S-S
- **Stage Justification:** The teacher wants to assess whether everything is clear so, the teacher asks the questions on the infographics once more during the class. The students will be given the opportunity to study on their own and at their own pace. The infographics aim to prepare the students for the next debate activity; the first one will cover a useful grammar point and the second one will provide useful vocabulary items and phrases. The students are working on essay writing at the moment at school so we wanted to include such vocabulary items and phrases here since they are very similar and help them practice what they mean and how they are used. The students are welcome to download the infographics and get help from them whenever they need (both during the debate and after the class).

## MAIN ACTIVITY

- **Allocated time:** 25 minutes
- **Procedure (what do the teacher and the students do):** The students will have two groups. The groups may be allowed to go into breakout rooms for a little discussion before the debate starts if there are at least two students in each group. Otherwise they will be given 3-4 minutes to note down their arguments. The topic of the debate will be the one given in the video so the students can have a look at their preparation notes. However, the opposition and proposition teams will be decided randomly using a rock-paper-scissors game. The winner will get to choose their side.

Then the teacher will show the debate topic and the teams along with the main argument they hold on Jamboard. The teacher(s) will be in a moderator role for this lesson; thus the teacher will take note of their arguments on Jamboard as they speak. The debate will continue and at the end the teacher(s) decides who the winner is. The winner gets to open a song they want to hear while the students are doing their end of class evaluation forms.

- **Aids (if any, other than the coursebook):** Jamboard
- **Interaction Patterns:** T-Ss, S-S, Ss-Ss
- **Stage Justification:** Our main goal with this flipped lesson was to get the students to talk, engage in a conversation and to stand up for an argument. We were not able to have a debate in a flipped class as we didn't find it adequate for the previous grammar

structures. This time we were given the option to choose a grammar topic and we did but we also took the liberty of holding the spotlight on the communicative aspect. This was something we struggled a lot during our practice teaching experience so we didn't want to miss the chance. The topic will be selected based on their interests and the contexts that we observed to spark some discussions during our observation sessions. The fact that the students will play rock-paper-scissors to decide on the groups will be another interactive element.

## FAREWELL

- **Allocated time:** 5 minutes
- **Procedure (what do the teacher and the students do):** The teacher congratulates the students for their work and announces the winner. The winner will pick a song and the teacher will play it as the students fill out the forms. If the student is not willing to pick a song, the teachers will have a back-up plan song ready. The teacher again congratulates them and thanks for their efforts.
- **Aids (if any, other than the coursebook):** Music platforms like YouTube or Spotify
- **Interaction Patterns:** T-Ss, S-T
- **Stage Justification:** This will be our final flipped class so we wanted to make it special, easy-going, communicative and fun. Hence, we will be listening to some music at the end.

## CONTINGENCY PLAN

In case the attendance is very low and the students don't seem to be participating in the debate, the teacher(s) will switch the activity to simply discussing something that they feel like talking about. It could be the pandemic, the current days at school, a TV series, a new song that came out, etc.

## HOMEWORK (if any)

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## APPENDIX 1:

**Pre-Class materials:** Video and infographics (future tenses and useful debate vocabulary, prepared on Canva)

Video:

Infographic 1:

[https://www.canva.com/design/DAEfj8PzuG4/fjen3880PQDA7Hqd8Ifwxw/view?utm\\_content=DAEfj8PzuG4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEfj8PzuG4/fjen3880PQDA7Hqd8Ifwxw/view?utm_content=DAEfj8PzuG4&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

Infographic 2:

## **APPENDIX 2:**

**During class materials:** Google Jamboard (3 pages: About the pre-class material, infographics, and the debate)

<https://jamboard.google.com/d/1a1V1dT-S72C6UAzCWCAJjKBH3dv0bMRS2YaHC3RJMqA/edit?usp=sharing>

**FLIPPED**  
**IMPACT**