

Moving Your School Online

Level: Intermediate

Age: 12+

Time needed: 60 minutes

Lesson aim:

- To think about the learning process and the value of reflection
- To practise future forms

Skills: Speaking and writing

Materials needed: Worksheet

All answers should be welcomed at this point. Whatever learners notice is good and should be congratulated. Make note of what they do not notice for later activities especially exercise 6.

Explain how the “Know, Want, Learnt Table” works and that now they will only complete the first two columns. Encourage your learners to think about everything they know about future forms. Ask your learners if there are any areas they are less confident about and would like to study more. Ask them what they want to know.

An alternative way to present this activity could be on a shared online document such as *Google Docs* where multiple learners could contribute to the document at the same time.

Monitor and support learners and gently remind them not to complete the final column.

3. Ask learners to complete the conversation using *going to*, *might* and *will*. Monitor and support learners who need help.

Key: a. going to b. going to c. will d. might e. might f. will

4. Put learners in groups and ask them to ask each other questions about their possible future careers and discuss their plans. Monitor and support with particular attention on their ability to ask and answer questions. Avoid correcting any mistakes with form as they are speaking but keep a note of it for later correction.
5. Ask learners to write down the plans discussed in their group and which plans they might do and which they won't do. This stage gives the learners the time to focus on the correct form and to practise using different structures including the negative. Monitor and support with particular attention on their ability to form negatives. Correct any mistakes with form.

To monitor writing online, learners can use shared online documents such as *Google Docs*. However, it will be important to consider the size of your class.

Before studying

1. Put your learners in pairs and ask them to read the story and answer and discuss the questions. If learners need support, draw their attention to the line “*The master took his time to reflect on the student’s answer*” and compare it to the line “*I will practise every day for ten, twelve, sixteen hours a day!*”. Ask them what the difference is between these two approaches. Encourage ideas of reflection on learning.

While studying

2. Ask learners to look at the examples of a language pattern from the story. Encourage them to brainstorm as many ideas as possible about the language pattern. They might be able to notice the following:
 - The examples use three forms of the future: *will*, *might* and *going to*.
 - *Will* is used in two different ways: for future predictions and for immediate decisions for the future.
 - *Will* is used to express being sure of the future.
 - *Might* is used to express not being sure of the future.
 - *Going to* is used to express plans for the future.
 - *Will* and *might* do not change with different subjects. *Going to* does change.
 - There are examples of questions with *will* and negatives with *will*.

6. Explain the “Traffic Light Table” to your learners. Green indicates something they are confident they can do. Yellow indicates something they think they can do. Red indicates something they can’t do yet, but they could do with more practice. Ask learners to complete the table.

An alternative way to present this activity could be on a shared online form such as *Google Forms* or *Survey Monkey* where multiple learners could provide their answers at the same time. This has the benefit of registering all the answers in one place.

Discuss the difference between the “Know, Want, Learnt Table” and the “Traffic Light Table”. See how learners respond to these forms of reflecting on their learning. The benefits of a “Know, Want, Learnt Table” is that it is very open and can be easily adapted. The benefits of a “Traffic Light Table” is that it is very focussed and helps the teacher and the learner know exactly what to practise.

After studying

7. Ask learners to complete the final column of the “Know, Want, Learnt Table”. Brainstorm as many things as possible that the learners have learnt from the lesson. Again, all answers should be welcomed.
8. Put learners in groups and ask them to consider the different ways of reflecting on what they have learnt. Ask them to prepare a presentation on the best ways for them to reflect on what they have learnt and which ways would not work for them. As learners present, make sure that they explain the reasons for their ideas and do not focus on what they like and do not like.

It could be helpful to record the presentations so that learners can work on their presentation skills. However, it is important that the learners, the parents and the school agree that the presentations can be recorded and that the recordings follow any policies the school may have.