

## Lesson plan

**Target:** Would

**Objectives:**

- Remember specific vocabulary.
- Understand the grammatical structure of would.
- Express hypothesis.
- Students will be able to analyze the video and provide a hypothesis.

**Vocabulary:** Safe, danger, shell, blew, half.

### Before watching

**Warm up: Active prior knowledge**

- Divide the group into small groups.
- Draw a bulb on the board.



- Ask students what they think it is using the following expressions: I think it is a..., in my opinion it is a..., As far as I'm concerned it is a..., In my view it is a ..., I believe it is a ... .
- Tell students it represents an idea.
- Click on the opening question and read it out loud: **what is the best ideas you have ever had?**
- Ask students to complete the sentence: The best idea I ever had is...
- Write some answers on the board.



### Before watching

- Read the vocabulary and ask them to repeat their words. Then give the definition of each one of them. Give examples.
- Ask them to complete the exercise related to the vocabulary.
- Tell them a bit about the video they're going to watch. Ask them to raise their hands if they have seen the movie The Croods.
- Ask more or less 2 students to tell their opinions about the movie.
- Make questions about the movie, for example: How did nomads use to live? When did nomads exist?

### While you watch:

- Have students pay attention to the video.
- Pause the video as necessary.
- Have students describe some of the characters and how they feel during certain moments of the video.

### After watching:

- Ask students about the video, for example if they thought it was interesting, Was it a good idea? What would you do instead?
- Tell the students about the gap activity. Play the video again and pause it if necessary.
- Divide the group into small groups and ask them to complete the graphic organizer and present it.

### Present

- Direct the students to the grammar icon and explain them the topic (Will/would). Try to be very clear when you explain the grammar structure.
- Write a sentence with each of the future simple uses.
- Give extra examples and ask them to write sentences.





## Practice

- Students scramble the sentences.
- Make students complete the sentences choosing the correct answer. Then, ask them to compare their answers with a partner.
- Have students compare their answers with a classmate.
- Finally, ask students to complete the graphic organizer, the graphic organizer can be present it printed or in a bond paper.
- Ask students share their answers with a classmate.

## Extend

- Have students form small groups (4 members).
- Print the discussion cards and give a sheet per team.
- Tell students they need to cut them and each one need to have a card.
- Tell students they need to take turn to read their card and answer it; the rest of the group will give their opinion about the card.
- When finished, ask them to share their answers.

