



Lesson plan by Jolien Smolders

Subject & duration of the lesson

English (50 minutes)

Student level

Pre-intermediate

Lesson topic

Tattoos and skincare, modal auxiliary verbs

Number of students

20

Initial situation

Lesson 1 of lesson series of 4 lessons.

One student went to an English-speaking school for 9 years in England and France. Two students are monitored by the language coach. Two students are monitored by the study coach. Two students are one year older than the rest of the class. One student with home language Macedonian. One student takes notes and tests digitally because of DCD. One student suffers from stress and perfectionism.

Lesson specific objectives

Nr.	objectives
1	The students can orally answer questions about a short video on the topic of tattoos. (skills)
2	The students can name the different body parts on a picture. (knowledge)
3	The students can answer specific content questions after reading a text about skincare tips. (skins and knowledge)
4	The students can complete a grammar grid using examples from the text they read. (Knowledge)
5	The students can write down three unusual skincare tips using modal auxiliary verbs expressing advice. (Knowledge and skills)
6	The students orally explain their unusual skincare tips in their own words using modal auxiliary verbs. (Knowledge and skills)
7	The students can work together in pairs. (Attitude)

Evaluation/assessment during this lesson

Objectives nr	How?	Further explanation
1	Formative - oral	After watching a short video, the students orally answer a couple of questions concerning both the contents of the video and the topic of tattoos in general.
2	Formative - written	The students fill in a picture of a tattoo pain chart with the correct names of the body parts. They can work in pairs. We go over the answers in class.
3	Formative - written	The students read a text with skincare tips and fill in questions in pairs. They receive an answer key once they are finished. I walk around to see how the students are doing.
4	Formative - written	The students search the text for examples of the modal auxiliary verbs of the grammar box.
5	Formative - written	The students give their written skincare tips to me at the end of the lesson. I will look at their use of the modal verbs and give feedback by the next lesson.
6	Formative - oral	The students walk around to explain their unusual skincare tips to the other students. I walk around as well, and ask a couple of students to explain their tips to the rest of the class.



Sources - References

<https://www.youtube.com/watch?v=ZSUtRnwFLs>

<https://r1.whiteboardfox.com/1146172-1785-0924>

Let's Connect 3 (D)

Lesson outline

Time	Lesdoel -nr.	Learning content	Teaching method – activity – Grouping	Materials – Seating arrangement
6 min	1	<p>Engage</p> <p>Listening proficiency: Video: Man has covered a big part of his body, including his head, in tattoos.</p> <p>Speaking proficiency: Class discussion about video: the students orally discuss and answer questions about the video and about tattoos in general.</p>	<p>Welcome everyone!</p> <p>Today we're starting a new theme called 'My body, my rules'. To start I will show you a video about a man who has definitely followed that quote. (show video)</p> <p>Q: Who can tell me in their own words what this man has done?</p> <p>Would you do the same?</p> <p>What were the most painful spots to tattoo on his head? (ears and close to the eyes)</p> <p>What did his family think of this change? Would your family react the same if you did this?</p> <p>Do you know anyone with tattoos? Do they look similar to this man?</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Video: https://www.youtube.com/watch?v= ZS-UtRnwFLs - Projector <p>Seating arrangement:</p> <ul style="list-style-type: none"> - The students sit next to each other in rows.
10 min	2	<p>Study</p> <p>Tattoo pain chart: The students can all draw on the shared whiteboard. I ask them to indicate what they think is the most painful body part to tattoo.</p> <p>Vocabulary: I show the picture of the tattoo pain chart, but the body parts are left out. Per two the students fill this in. We go over the answers together.</p> <p>Differentiation: Everyone can give an answer by drawing on the whiteboard. The quick students get to discuss the picture further.</p>	<p>We already know that the ears and eyes are very painful places to tattoo, but what other body parts do you think will be quite painful to tattoo. I will give you the link to a shared whiteboard. You draw a circle around the body part that you think will hurt the most. (We discuss the results together - I ask students why they chose that particular body part)</p> <p>Let's take a look at the answers. The red dots mean that it is very painful to tattoo, but as you can see we are missing some names of body parts in the picture. I want you to fill it in in pairs.</p> <p>If you are finished early, you can discuss the least painful body parts, do you really think those aren't painful at all? (Go over answers together)</p>	<p>Materials:</p> <ul style="list-style-type: none"> - shared whiteboard: https://r1.whiteboardfox.com/1146172-1785-0924 - Projector - PP - Tattoo pain chart (from Let's Connect) - Handout: tattoo pain chart <p>Seating arrangements:</p> <ul style="list-style-type: none"> - The students sit in pairs.
10 min	3	<p>Activate</p>	<p>When you get a tattoo, you have to take good care of it. Otherwise, it will not look as pretty in a couple of years. You</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Timer

		<p>Reading proficiency: The students read individually through the glossary and text. They then answer questions in pairs. If they are finished they receive an answer key.</p> <p>Differentiation: The students get ample time to read the text and fill in the questions. There is a glossary to help understanding. Quicker students can fill in an additional question about the modals used in the text (ex. G)</p>	<p>get certain lotions to put on it. You are, of course, too young to have tattoos, but perhaps you do have a bit of a skincare routine to keep your face healthy. What do you do to keep your face healthy?</p> <p>We are going to read a text with some good tips for your skincare. Before we start, what are some tips you already know?</p> <p>Okay, good you already know a thing or two about skincare. You get 5 minutes to read through the text. If you are finished, you can already take a look at the questions. (Start timer)</p> <p>Everyone's ready with reading, let's take a look at the questions. (Read questions out loud) I will give you a couple of minutes to fill them in per two. If you are finished, raise your hand and I will give you an answer key. After that you can try to fill in exercise G.</p>	<ul style="list-style-type: none"> - Projector/PP - Handout: Text + questions (from Let's Connect) - Answer key <p>seating arrangements:</p> <ul style="list-style-type: none"> - The students sit in pairs.
5 min	4	<p>Study</p> <p>Fill in grammar grid: modal verbs</p> <ul style="list-style-type: none"> - Should and must - Modal expressions - Obligation and advice 	<p>In the questions of the text, they asked you about the meaning of some verbs. Those verbs we call modal verbs, which we will focus on during the next couple of classes. Today we will learn about the first two 'must' and 'should' as well as some modal expressions. (Go over grammar box and let students look for the example sentences in the text)</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Handout (grammar box from Let's Connect) - Projector/PP <p>Seating arrangements:</p> <ul style="list-style-type: none"> - The students sit next to each other in pairs
15 min	5 6	<p>Activate</p> <p>Invent 3 skincare tips with unconventional products, write them down using the modal verbs and expressions from the grammar box.</p> <p>Writing proficiency: the students write the tips down on a paper, which they will hand in at the end of class and will receive feedback on.</p>	<p>As we have seen these modal auxiliary verbs can be used to give advice, for example about skincare. For this last exercise, I want you to invent 3 unusual skincare tips and use the modal auxiliary verbs we've just learned to describe the tips. You will advise the other students to use your skincare tips. What is an unusual skincare tip? Well, an example is what you can see on this picture on the PP, putting eggs on your hair. Some people swear by it, but honestly, personally, I am not convinced.</p> <p>You get 5 minutes to think of 3 weird or unusual skincare tips, they can be completely made up, they don't actually have to work. Don't forget to use the modal auxiliary verbs. You will give the paper</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Projector/PP - Timer <p>Seating arrangements:</p> <ul style="list-style-type: none"> - For first part, the students will sit in rows next to each other; for the second part the students get to walk around the class.



		Speaking proficiency: During the part 'sharing is caring' they explain their tip using the modal auxiliary verbs. The other students can ask questions about the tips.	with the tips to me at the end of the lesson and I will provide you with some feedback by next lesson. After the 5 minutes we'll do some 'sharing is caring'. (Start timer) Okay, I hope you have your tips ready, because it is time to share them with your classmates. You can walk around and talk to your classmates. Explain your tips to them and they can ask you questions if it isn't clear. I will also walk around to hear all your amazing tips.	
4 min	6	End of class Students who would like to share their unusual skincare tips with the entire class can explain them.	Please go back to your seats. Who would like to explain their unusual skincare tips to the class? (Let some students explain + collect papers with tips for feedback)	Seating arrangements: - The students sit in rows next to each other.

Board layout

(see powerpoint)
Difficult words
Modal auxiliary verbs