

DEMO LESSON PLAN

THE ADVICE CLINIC | Giving Advice with SHOULD / SHOULDN'T

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LEVEL	Secondary School	CEFR	A2-B1	DURATION	25 min	INSTRUCTION	British English
SKILLS	Speaking • Reading • Grammar • Listening	APPROACH	CLT • Guided Discovery • Collaborative Learning				

LEARNING OBJECTIVE

By the end of the lesson, students will be able to identify everyday problems and give appropriate advice using **should / shouldn't + base verb**

TODAY I CAN... give advice using SHOULD and SHOULDN'T.

LESSON SEQUENCE

TIME	STAGE	TEACHER & LEARNER ACTIVITY	INTEGRATED FOCUS	EVIDENCE
0-3	ENGAGE Hook	"I have an English exam tomorrow. I haven't studied. What can I do?" Elicit ideas; reformulate into "You should study tonight." Ask what the teacher shouldn't do.	Speaking • elicitation	Baseline responses
3-7	DISCOVER Grammar	Guide learners to infer SUBJECT + SHOULD / SHOULDN'T + BASE VERB. CCQ: "She should studies more." Correct or incorrect?	Grammar • listening	Corrects to "should study"
7-11	READ Lucas's Problem	Read the short Lucas text. Ask why he is tired, what he should do and what he shouldn't do.	Reading • speaking	Relevant advice from text
11-18	APPLY Advice Clinic	Pairs/teams read one confidential case, discuss it and prepare two recommendations: one SHOULD and one SHOULDN'T. Teacher circulates and scaffolds.	Collaboration • critical thinking	Monitored target-language use
18-22	SPEAK Challenge	Unseen task: "Your friend wants to improve their English, but they never practise outside the classroom." Extension: "I think they should ___ because ___."	Speaking • transfer	Independent oral production
22-25	ASSESS Exit Ticket	Complete: "To improve my English, I should ___." / "I shouldn't ___." Return to TODAY I CAN and close with brief feedback.	Assessment • reflection	Immediate evidence of learning

SUPPORTING NOTES FOR OBSERVERS

TARGET LANGUAGE Function: giving advice about everyday problems. Affirmative: Subject + should + base verb → You should study tonight. Negative: Subject + shouldn't + base verb → You shouldn't stay up late. Key check: after should / shouldn't, use the base form of the verb. READING INPUT — LUCAS'S PROBLEM Lucas is 14 years old. He loves playing video games and usually goes to bed after midnight. He has an English exam tomorrow, but he hasn't studied yet. He feels tired every morning and sometimes falls asleep during class. Prompts: Why is Lucas tired? • What should Lucas do? • What shouldn't he do? THE ADVICE CLINIC — SAMPLE CASES CASE 01 — PHONE PROBLEM: Emma spends five hours a day on social media. She never finishes her homework. → They should _____. / They shouldn't _____. CASE 02 — SHY STUDENT: Alex understands English but is afraid of speaking because he doesn't want to make mistakes. → They should _____. / They shouldn't _____. CASE 03 — HEALTHY HABITS: Sam sleeps only five hours every night and feels tired at school. → They should _____. / They shouldn't _____.	DIFFERENTIATION & INCLUSIVE PRACTICE • Present instructions orally and visually; keep directions short, sequenced and predictable. • Model one complete example before collaborative work. • Provide sentence starters: "They should ___." / "They shouldn't ___." • Extension: "I think they should ___ because ___." • Allow brief pair rehearsal before public speaking; do not single out learners who require additional support. • Use a visible timer and clear transitions to support attention and task completion. MATERIALS & CONTINGENCY Planned: projected slides, printed Advice Clinic cards, whiteboard/markers, laptop/adaptor and an offline copy of the presentation. Plan B: the lesson can be delivered entirely with the board and printed case cards. Technology supports the lesson but is not required. ASSESSMENT & EVIDENCE Evidence is collected through elicited responses, the grammar CCQ, reading comprehension, monitored case discussions, the unseen speaking challenge and the exit ticket. Success is demonstrated when learners independently produce contextually appropriate advice using should / shouldn't + base verb. PEDAGOGICAL RATIONALE The target structure was deliberately selected because it is accessible enough for a 25-minute demonstration to prioritise student use of English rather than extended teacher explanation. The sequence moves from context and guided discovery to supported practice, collaboration, transfer and individual evidence of learning, integrating multiple skills around one measurable objective. OBSERVATION FOCUS The demonstration is designed to evidence classroom communication, purposeful questioning, guided discovery, learner participation, monitoring, differentiation, formative assessment and a clear link between objective, task and evidence of learning.
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