



## Advanced lesson plan

### If I were president...

**INTRO** - This lesson gives students the chance to think about what they would do if they ran the world. There are various shorter activities, two grammar activities, one vocabulary activity and one video activity that lead up to the free activity where they write their own manifestos. There is also an extension activity for fast finishers or for classes where one or two students have a much higher level than the rest.

**This lesson could link to...**the flags and countries lesson plan, with students continuing to think about the type of country or place they would like to live in.

**OBJECTIVES** - Linguistically, the main objective for this session is practicing the second conditional. Students will also learn vocabulary related to law and order as well as current affairs and gain confidence when stating their opinion. More advanced students will also be able to practice debating skills such as agreeing or disagreeing with others. Beyond the language side of things, students will practice formulating their own opinions on a variety of topics as well as being able to discuss in a group environment.

In English, the second conditional is used when we say things like;

**'If I won the lottery, I would buy a big house.'**

In order to formulate this type of sentence, we generally use the simple past and then the conditional 'would' tense. Beware the exceptions!

**'If I were president, I would make guns illegal.'**

Notice that instead of 'I was,' we use 'I were' (this is the rarely used English subjunctive if anyone asks).

Fortunately, the structure in German is very similar, so it the concept wont be too hard for them to get their heads round.

### SHORT ACTIVITY/WARMER/FILLER (10-20 mins)

Test your group on their knowledge of world leaders.

#### HOW IT WORKS

- Put the kids into groups (twos or threes)
- Show them pictures of world leaders.
- Ask them in teams to write down on a piece of paper what the name of the leader is and over what county they reside.
- You can choose whether they hold up the answers straight away or whether you give them the answers at the end of the 'quiz'

#### WHAT YOU NEED

- Depending on how you mark the quiz, kids need a sheet/sheets of paper (**mini whiteboards would also be great!**)
- A selection of pictures of world leaders - this could be a powerpoint presentation or similar if you have a laptop or tablet. If not, printed pictures would also work.
- Somewhere visible where you can write out the scores plus new vocabulary.

#### VARIATIONS/TIPS

- This topic could be very challenging for some groups! Make it easier though multiple choice - use pictures of flags or names of countries so that students also have a chance to make a guess.
- If you can, use Kahoot for this activity.

### SHORT ACTIVITY/WARMER/FILLER (10-20 mins)

A thought provoking true or false activity using crazy laws from around the world.

#### HOW IT WORKS

- This activity can be done individually or in pairs/teams.
- Give the students paper or mini whiteboards to write their answers on
- Read out each law, solving any vocabulary questions as you go
- Students write true or false and hold it up from where they are sitting

#### WHAT YOU NEED

- The list of laws (be careful not to read out the answers!)
- True or false papers/mini whiteboards for the kids to write true or false on!
- A large visible paper/whiteboard to write down new vocabulary as you go along

#### VARIATIONS/TIPS

- This activity can link well to their own manifestos- encourage them to also come up with some interesting/original/wacky ideas!

## GRAMMAR ACTIVITY/REVISION (20-30 mins depending on level)

Use a speaking activity as revision/presentation of the second conditional. (if + past simple, ...would + infinitive)

### HOW IT WORKS

- Arrange the group in a circle or other open discussion form
- Go around the group with the hat/bowl full of scenarios and ask each student to choose one
- Take one yourself and use it to write out an example on the board/somewhere visible. Make the structure clear and put emphasis on it. Try and make your example a bit crazy/wacky and encourage your group to do the same!
- Now ask them to look at their scenarios and think of an ending to their scenario, give them a minute or so for the first one. Go around the group in order to make sure that everyone shares something.
- At the end of the activity, have them write down some examples in their notebooks, for more hands-on groups, tell them they can stick in the cut out pieces of paper and then add on their answer.

### WHAT YOU NEED

- A hat or similar to put all the various scenario papers in
- The activity sheet with all the different scenarios cut out.
- Whiteboard/large piece of paper upon which you can write your example structure out.

### VARIATIONS/TIPS

- Don't be afraid to first ask the group if they know the second conditional - grammar can seem very boring but some students will be pleased to show off their knowledge and like the link to what they are studying at school. This can also show you whether they first need more help with the grammatical concept before you start.
- Don't forget abbreviations! Instead of always using 'I would,' encourage student to also use 'I'd.' Explain or link these to informal and formal language. (German also has similar concepts)
- Depending on the age/level of the group, some scenarios will be more appropriate than others - remove some or add your own that are tailored to the group. The list is very long so trimming it down is highly recommended!!
- If it goes well, go for another round! Practice makes perfect :)
- **Extension!** This activity can also link to a memory game. Similar to the well-known 'I went to the supermarket and I bought,' this one just uses 'If I won the lottery, I would buy....'

### SHORT ACTIVITY/WARMER/FILLER (5-10 mins)

A well-known game; 'Would you rather...?' Gets students talking and practices this common set phrase.

#### HOW IT WORKS

- If you've not already heard of it, this game is extremely simple. Have students sit in a circle or other shape that encourages open discussion.
- Introduce the game by asking students an easy question such as 'Would you rather eat pizza or pasta?' 'Would you rather go to Spain or Italy?' Until they get the idea. Emphasise the importance of answering in full sentences (I would rather...)
- Now depending on the age and maturity of your group you can make the questions more controversial, thought-provoking or even disgusting.

#### WHAT YOU NEED

- Have some questions in your head ready to go, to get the students started.
- If you go for the variation below, pre-prepare the papers as well as hat/bowl for the students to pick from.

#### VARIATIONS/TIPS

- In order to lower teacher talking time, have the students ask each other questions instead. With some groups (especially groups of boys), this can be a bit scary. In order to keep the 'appropriateness' of the activity in check, write out your own and place them in a hat for the students to pick out. This can work in two ways. Either you write the entire question with both options out on each piece of paper or you write each option on a separate piece of paper so students have to choose two pieces. This can be interesting because it increases the spontaneity of the game but it can end up with some questions making no sense at all!

## GRAMMAR ACTIVITY/REVISION (20-30 mins depending on amount of new vocab)

Using Beyoncé's song 'If I were a boy' as revision of the second conditional. (if + past simple, ...would + infinitive)

### HOW IT WORKS

- If you can print at your camp, then this activity works well in pairs or threes to save on printing. If you can't, no worries; you just need to write out the song on a large piece of paper (don't forget to miss out some words!)
- Most students will be familiar with the song before you start. Show the group your big lyrics sheet or hand out their individual ones (with words missing). Play the song once through so that they can get to know it and also ask any questions they might have about vocabulary etc.
- The activity is much easier if they understand 'the story' behind the song. Ask them what they think the song is about. (If appropriate for your group, ask them what they would do if they were a member of the opposite sex.)
- Now play the song again and ask students to fill in the gaps. This is quite tricky so emphasise the importance of listening for context and finding words that make sense. Guessing is also ok!
- Once you have played the song twice (or more if they can stand it!) Go around the class and see what your groups have found. Check that students have used the 'would' or 'd' form correctly.
- Reveal! Go through any vocabulary issues. At this point (if you haven't already) you could ask students what they think. Do they agree with Beyoncé? What would they do?

### WHAT YOU NEED

- Either a large display copy of the song or song hand-outs. In the appendices for this plan there is a version of the song with some conditionals removed as an option but you can play around with it as you like!
- A whiteboard/large piece of paper for noting down any vocabulary or grammar structures
- Think about what you would do if you were a member of the opposite sex, your ideas always help get discussion flowing.

### VARIATIONS/TIPS

- Songs are extremely versatile as teaching tools. If you (or your students) don't fancy a gap-fill then why not try a song puzzle? Write out the words of the song on different pieces of paper (one word per paper or various) and then whilst listening to the song, your class has to work together to put all the pieces together (hence the jigsaw). You can make this longer by hiding the words either in your classroom or around the hostel and having your student hunt for them. Just remember where you put them all!
- **Extension!** If you have a particularly creative class then ask them to write their own song! Choose the subject for them, let them use boy/girl, or let them choose something completely different. Performance of songs is always an option but can be very stressful for more timid students. For very advanced or older groups, they can use the Tik Tok app to make a video using their ideas. Remember to emphasise the importance of privacy and make sure they don't include anyone else in their video without express permission beforehand.

## VOCABULARY ACTIVITY - DISCUSSION (10-15 mins)

An activity to present students ways of expressing their opinion/agreeing/disagreeing.

### HOW IT WORKS

- Present some (or all) of the agreeing/disagreeing vocabulary on the board or on a large piece of paper. Don't feel the need to use it all.
- Ask the students if they recognise any of the vocabulary present. What is it for? When do we use it?
- Go through any vocabulary issues
- Present the discussion activity with a humorous statement. For example. '(Your name) is the best English teacher ever!' Students have to use the vocabulary provided to agree or disagree with your statement (hopefully they all agree ;)).
- Go around the class and ask for their opinion (they don't have to say why at this point). Encourage each member to use a different means of expressing agreement/disagreement.
- Now invite students to express their own 'opinions.' They may need help to get started. Examples could include foods that are disgusting, opinions on sports players performance or opinions about things that are boring or interesting at school.
- As each student states their opinion, have the other students state whether they agree or disagree using the vocabulary provided. This can get quite loud, but that can be fun too!

### WHAT YOU NEED

- A copy of the agreeing/disagreeing vocabulary in a large format. Avoid using handouts for this activity, students can write the phrases in their notebooks afterwards.
- A couple of opinions in your head to get the class started.

### TIPS/VARIATIONS

- If you are worried that your class is too quiet to come up with their own opinions, then have a selection ready for them to use. Each student reads out an opinion and can then say what they think along with the rest of the class. This can also work as an option if you have nervous students.
- For very advanced classes, have a look at BBC Radio one's 'Unpopular Opinion' feature on Greg James' breakfast show. In this feature, listeners call in with their 'unpopular opinions' which are then commented upon by celebrity guests. Previous opinions have included 'Leonardo Dicaprio is not hot' and 'Buckingham Palace is the worst place in London.' Although using this example in a classroom can mean more prep time for you as it's important that you check the appropriateness of the radio shows, it can be a great way to really push advanced students and give them a taste of English in the real world.

## FREE ACTIVITY-WRITE A MANIFESTO (1 hour/after the break session)

Students write their own manifesto using the cue 'If I were president/prime-minister, I would...'

### HOW IT WORKS

- Introduce the word 'manifesto', one translation in German is phonetically similar so students may immediately grasp the concept. If not, give your own examples.
- Ask them to think about what they would do if they were president, what kind of things would be important for them?
- Brain storm on the board or a large piece of paper, use the video topics as a springboard for more nervous students. Other topics they may be interested in could be; the environment, sport, families, animals, where are food comes from, social media, the internet, our data on the internet, wearing a school uniform, the universal income.
- Depending on the group, ask the students to write their own manifestos individually or in groups. Many will prefer groups, it also means that a possible presentation at the end will not take so long.
- Ask the groups to present their ideas, for more interesting or original ideas, ask the rest of the group what they think -do they agree? Do they think it is a good idea? Why? Why not?

### WHAT YOU NEED

- Your own manifesto - try and cover various different topics and use varying sentence structures for them to replicate. For intermediate groups this may take longer if there are a lot of concepts to cover!
- A large piece of paper/whiteboard for a group brain-storming session
- A large piece of paper/whiteboard for noting down new vocabulary

### VARIATIONS/TIPS

- If you have a particularly creative group, this can turn into a very artistic activity. Consider this before they start- once they start drawing this could mean the activity lasts a lot longer.
- If you don't like the idea of 'presentations', ask groups to swap manifestos and read someone else's. Ask them what they think of each other's ideas.
- Make sure that each student writes their own ideas down in their notebooks - it's important for all of them to keep a record of what they've done, even if it is in note or brain storm form.

## EXTENSION ACTIVITY - WRITE A SPEECH

As an extension from the 'If I were president' activity, students can write a speech about a topic or idea that they feel strongly about.

### HOW IT WORKS

- Ask students if they have heard of Greta Thurnberg, Martin Luther King, Nelson Mandela etc. What do these people have in common?
- If possible, let students watch these speeches on their phones/on a laptop to help them get ideas.
- Ask students to note down anything they think makes the speech powerful including intonation, repetition etc. What do they think is important in a speech? How did the speech affect them?
- Now ask students to think of something that they feel strongly about. It doesn't need to be about saving the world or stopping racism. It can be about bullying, litter, lifestyle...anything that they care about.
- For very advanced students, have a look at the speech writing guide in the appendices.
- Suggest that students read out their speeches to the class. If they don't want to then maybe organise 5 minutes during free-time where they can read them aloud to you by yourself.

### ACTIVITY - VIDEO AND DISCUSSION (30 mins)

Use an online 'If I were President' video to provoke discussion about laws and policies on a range of topics.

#### HOW IT WORKS

- Ask your group to sit in a circle or similar open shape that promotes open discussion.

<https://www.youtube.com/watch?v=hML31Gw-mFc>

You can find this video by searching 'If I were president - second conditional' on YouTube and then clicking on the video that has a picture of Donald Trump as shown below

- Show the group this video on your laptop or on the overhead (if possible, not really necessary). It goes through a series of topics and then gives options.
- (Guns, education, fast food, recycling, war, healthcare, tax, pollution, immigration, alcohol and cigarettes)
- After every set of options, stop the video and ask for a show of hands. Get them talking by asking open questions such as 'why?,' or 'how?'
- Make sure your make a visual note of all new vocabulary, they will have a chance to use it later.

#### VARIATIONS/TIPS

- Watch the video first to get an idea of what is coming, formulate some questions of your own that you can use to provoke discussion.
- If you have a technology melt down, just ask them the questions yourself (if you have watched the video it will be easier to remember). The point of this exercise is discussion rather than covering all the topics.

