INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This plan provides students with useful expressions and insights to help them reflect about their future dreams and expectations. As students at this grade are concerned about their future ahead once they finish high school, it could be a good opportunity to help them to express their desires, concerns or expectations regarding their life after school. |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **11th**  | **110 minutes** | 20 -25 | 15 - 20 |
| **Area** | **English level** |
| Rural  | Urban x | A1  | A2 x | B1  |

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| **Curricular Focus / Axes** |
| **Environmental / Sustainability Education** |  |
| **Sexual / Health Education** |  |
| **Construction of Citizenship / Democracy / Teenagers** | x |
| **Globalization** |  |

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| **Topic** | Daydreaming on the future |
| **Module / Unit** | Module 1- Unit 1- Lesson 1 |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Expressing expectations and concerns about future labor and study experiences. |  |  |
| **Principles / approach** | Noticing approach |

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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to talk about their hopes and interests for their lives after graduation.  |
| **Subsidiary aims** | By the end of this lesson, students will be able to * use the expressions ***want to ‘d like/ would like to - dream of - think about*** to talk about the future.
* use useful vocabulary about professions and jobs.
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| **Materials needed** |
| * **Equipment:** Video Beam/ LCD TV Panel/ Regular flat screen T.V, HDMI CABLE
* Song Alphabet of Occupations: https://www.youtube.com/watch?v=r6Oxqyd5qUw
* **Copies:** Appendix 1
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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up** | T starts the class writing the words ***jobs/ career/ occupations*** on the board. Then he/she asks Ss to say the vocabulary they know about this topic. After that, T plays a video called the alphabet of occupation in which Ss have to predict the next an occupation based on the letter shown on the screen.Song: <https://www.youtube.com/watch?v=r6Oxqyd5qUw>Finally, Ss are encouraged to write on the board the jobs they saw in the video for later reference. | 7 minutesT-SSIndividual WorkSS-SS3 minutesWhole class |
| **Introducing language** | T asks Ss to work on exercise 2 in the Student’s book where they have to write the names of the students according to the topic they talk about.T prompts the names on the board: Dylan, Nathalie, Vanessa, Joshua, Ryan.Then, T checks the exercise with the class and gives Ss a second task for the same listening. (Appendix 1). Ss work on this task individually and then, they check with a classmate. Finally, T checks answers with the whole class.***Answer key***: Ryan: ‘d like to Vanessa: dream of  Joshua: think about Nathalie: want to Then, T asks Ss these questions to help them understand what the expressions ***want to ‘d like/ would like to - dream of - think about*** are used for:* Are these expressions referring to something in the past or the future?

*They refer to the future** What do we use these expressions for?

*To express desires or dreams.*T also checks form to be used in these expressions using these questions:* What verb form do we use after the expressions ***want / would like***?

*We use to + verb / verb in infinitive form** What verb form do we use after the expressions ***dream of /think about?***

*We use verb+ing / gerund form* | 7 minutesIndividual Work8 minutesIndividual WorkWhole class15 minutesT-SS |
| **Controlled practice** | T asks Ss which one of the profession on the board they find interesting and why. Also, T asks them which one of the occupations they would like to run for and which one they would never be willing to do, providing reasons to support their choices and answers. T introduces the following frames to help students express their ideas. ***E.g.: I want to be a doctor because I can help people.***

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|   I | ***want to*** ***‘d like/ would like to*** ***dream of*** ***think about*** | beworkbecomestudy | XXXX | because I can / want to… |

T. asks Ss to give some examples to make sure they have understood the kind of sentences they need to write down. | 10 minutesSs individually10 minutesWhole class |
| **Freer practice** | Based on the previous exercise Ss worked on, it is time for Ss to have a conversation or a discussion about their future in pairs. T asks Ss to help him/her create some information questions for the expressions on the board; this may take 10 mins:* ***What would you like to be?*** I want to be a teacher
* ***Where would you like to work?*** I ‘d like to work in a big company
* ***What do you dream of?*** I dream of piloting an airplane
* ***What do you think about your future?*** I think about studying veterinary medicine

T checks pronunciation and works on drilling. Then, he/she splits the class into pairs and asks Ss to create a conversation using the questions on the board and the information they wrote about their future. They are also encouraged to use these questions in their conversation: * What are your dreams for the future?
* What do you need to do to make your dreams come true?
* Do you want to be a/an\_\_\_\_?
* Would you like to study/work/ be\_\_\_\_\_?

Once Ss have worked in pairs, they are asked to report their findings to the class. T encourages them to volunteer using these prompts:* Fulanito wants to / would like to/ dreams of/ thinks of..because…
 | 10 minutesT- SS15 minutesPair work10 minutesWhole class. |
| **Assessment** | By taking turns Ss report to the class their feelings and what did they learnt during the lesson and how they can improve, helping themselves by using speaking frames like:- I felt…. - I learnt that….- One thing I discover was… - I found interesting….- I can improve by…T. uses Ss feedback as a basis to plan his/her next lesson. | 15 minutesIndividual WorkSS-SS |

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| **Implementation alternatives** |
| This lesson is designed for students of both rural and urban areas, since our school is located in a small town in the countryside of Cundinamarca, we have students from both contexts. However, you can adapt this lesson for the purpose you wish by connecting it more with your immediate context or environment whether a city or a remote village in the middle of no-where. If there is no connectivity or equipment to project the vocabulary, you could use drawings to introduce the vocabulary of occupations. (You could even ask students to draw them for you)If you don’t have any device to play the listening, you could read the script so students can do the listening task. In addition, if you cannot make copies you could project the task on the board or use a poster containing this information.One more thing, while applying this plan try to be enthusiastic and energetic, be happy and active so your student can get in-tuned with your energy and passion.  |

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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Future expectations | Speakinglistening | Verb patterns: want to‘d like/ would like todream ofthink about | Occupations jobs | 11th |

**Appendix 1- Listening task**

Listen to these students talking about their future. Complete the texts with the expressions in the box.

 want to - ‘d like - dream of - think about

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| **Ryan**I don’t know what I want to do in the future. I\_\_\_\_\_\_\_\_\_\_\_\_\_get a good job of course. I want to do something interesting. But I don’t know what that will be. | **Joshua**I’m really excited about the future.I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ finding the woman of my dreams and having a family |
| **Vanessa**I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ travelling the world.I want to go to Antarctica on holiday.That would be amazing. | **Nathalie**I \_\_\_\_\_\_\_\_\_\_\_\_\_ be a film star. I want to be famous and sign autographs for my fans. That’s my dream |
| **Dylan**I want to have good friends and be healthy. |

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| **Dylan**I want to have good friends and be healthy. |