INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| With this lesson plan, students have the chance to share their dreams and fears about their future. The teacher can also take advantage of this topic and help students to find out relevant information about their future life projects. |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **11** | **110 minutes** | 30 | 16 |
| **Area** | **English level** |
| Rural  | Urban X | A1 X | A2  | B1  |

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

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| **Topic** | The future is in your hands |
| **Module / Unit** | Module 1. Looking ahead unit I, lesson 1pgs 10, 11 12. |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Expressing expectations and concerns about future labor and study experiences. |  |  |
| **Principles / approach** | A topic based in the language syllabus |

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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to express their ideas about their dreams and fears towards the future. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …* use first and second conditional to talk about imaginary situations related to their future.
* use vocabulary related to future dreams as high school students.
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| **Materials needed** |
| **Textbook:** English, Please! 11th grade.**Copies:** Appendix 1. |

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| **Stage** | **Procedure** | **Time and interaction** |
| **Warm up** | The class is divided into teams. Teachers asks a representative from each time to approach the board. They are shown a card with a profession/ job that they have to mime to their teams and his/her partners guess the word. The team that guesses the word firstly gets a point. The winner is the team with the highest score.***Suggested vocabulary:*** -Professions/jobs: teacher, taxi driver, nurse, doctor, etc.SS get in pairs and answer these questions: * What do you want to do when you finish high school?
* What would you like to study and why?

Then, T asks some SS to volunteer and express their findings, using the expressions here:* John Doe likes….
* He would like to…
 | 5 minutesPW5 minutesPair work5 minutesSS-SS |
| **Introducing language** | T asks Ss to read the blog post on page 12 in the Student’s book. They need to underline the expressions that are similar to the feelings they have about the future. Then, volunteers are asked to share ideas with the class.Then, Ss work in pairs to read the text again and work on exercise 10 in pairs. Answers are checked with the class. T. shows/copies the sentences in exercise 11 on the board. Then, T uses those examples and these questions to help SS understand language forms:* Are these sentences referring to real or imaginary situations?
* Are all the sentences about the future?
* Which sentences show possible future situations?
* Which sentences show imaginary future situations?

T. clarifies from for the first and second conditional by asking Ss:* Which form do we use when the sentence is referring to possible situations?

First conditional: If clause= present simple + result clause= will* Which form do we use when the sentence is referring to situations that are not very possible?

Second conditional: If clause= present simple + result clause= will | 10 minutesIndividual workSs- SS5 minutes Pair work15 minutesT-SS |
| **Controlled practice** | ***Note:*** You need to copy and cut this material as preparation for this lesson. (See appendix 1)T. divides the class into groups. Then, T gives groups scrambled sentences, so they organize them using the conditionals. The winner is the group that finish the activity firstly.Then, T checks the sentences with the whole class and clarifies any doubts Ss may have about the topic.Then, Ss continue working in groups and take turns to answer the questions and give their opinions about the topic. | 15 minutesGW5 minutesT- SS |
| **Freer practice** | T. tells the students to work in pairs to create a dialogue about their future using conditional forms. They can ask questions like these:* What are your dreams for the future?
* If you can’t…what will you do?
* If you didn’t...what would you do?

SS have 10 minutes to create the dialogue and then, they practice it. Finally, volunteers present their role plays to the class.While pairs are presenting their role plays, the other students take notes in this chart:

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| **Student’s name** | **Future dreams /fears.** |
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 When the role plays are done, T invites Ss to report interesting findings from their partners’ presentations to the class. T praises Ss for the good work done, highlights concurrent mistakes identified in the presentations and asks the class to correct them. | 15 minutesPair work 15 minutesSs-Ss10 minutesT-Ss |
| **Assessement** | T chooses a wall in the classroom and labels it with a tag as the “**Learning wall”. L**earners are invited to post positive feedback about others regarding their future dreams. | 5 minutesSs-Ss |

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| **Implementation alternatives** |
| This lesson has been designed to help Ss consider their life projects once they have finished high school. If your Ss do not have enough language command to speak about their dreams and fears for the future, you may need to pre-teach some useful vocabulary at the beginning of this lesson, such as: college, technical studies, degree, course of studies, etc.If there are not enough texts for all Ss in your class, you can project the reading on the board so all Ss will have the chance to work on the activities along the lesson. |

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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Future dreams  | SpeakingReadingwriting | First and second conditional | Vocabulary about study / Occupations / Jobs  | 11th |

**Appendix 1**

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| If I don’t get a high score in Pruebas Saber, | it will be hard to access university. |
| If I didn’t have money to pay university, | I’d study and work at the same time. |
| If I want to have a scholarship to study in the university, | I will have to study hard in high school |
| If I don’t pass the university admission exams, | I’ll study at SENA. |
| If I didn’t get a high score in Pruebas Saber, | I’d present them again. |