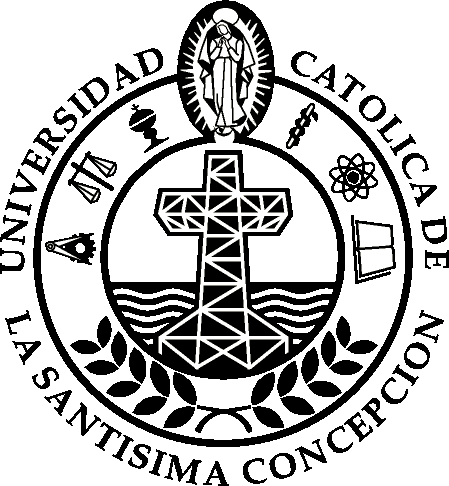
**Universidad Católica de la Santísima Concepción**

**English Pedagogy**

**Teaching Practice**

**LESSON PLAN (PPP)**

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| **School:** Universidad Católica de la Santísima Concepción.  **Class:** Communicative Competence Initial II  **Number of SS:** 7 | **Date of lesson:**  November 8th | **Time of lesson:**  4:20 PM | **Length of lesson:**  60 minutes | | **Student-Teacher’s name:**  \* María José Verdugo V.  \* María Belén Quezada C. |
| **Main Aim:**  At the end of the lesson students will be able to talk about future expectations when planning a trip, orally and written.    **Reference to Planes y Programas (OF, CMO, AE): ………………………………………………………………** | | | | | |
| **Exponent(s):** “I/you/he/she/we/they may…”  “I/you/he/she/we/they might…”  “I/you/he/she/we/they hope...”  “I/you/he/she/we/they wish…” | | | **Assumed Knowledge:**   * Pronouns. * Singular form. * Vocabulary related to travel. * Means of transport. | | |
| **Target Language: ( Linguistics items use, meaning, form)**   * May: used to say that something is more (very) possible. * Might: used to say that something is possible. * Hope: to want something to happen and think that it is possible. * Wish: to want something to happen even though it is unlikely or impossible. | | | | Souvenir /ˌsuːvəˈnɪə/  Bus /bʌs/ | |
| **Anticipated Problems …..and Solutions**   * Students confuse when to use each expression → to provide a clear context when teaching each expression. * Low motivation / interesting → to prepare a warm up. | | | | | **Aids**   * PPT * Data projector |

Adapted from University of Sussex

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| **Stages** | **Procedure**  **What I am going to do**  **What Students are going to do** | **What I am going to say**  **Instructions, CCQs, Feedback,etc** | **Skill** | **Time**  **(min)** | **Interaction**  **T-Ss;Ss-Ss;etc** |
| **LEAD-IN** | * Ss get in pairs. * Ss stand facing each other. * S “A” moves randomly and S “B” imitates the movements. * Then the S “B” leads the activity and S “A” imitates | * Find a partner and stand face to face. * Decide who is going to be S “A” and “B”. * “A” is going to move and “B” is going to imitates A’s moves for a minute. * “B” is going to move and “A” is going to imitates “B’s” moves for a minute. | Listening | 5 minutes | Ss – Ss  T – Ss\*  \*if there is an odd number of students. |
| **PRESENTATION** | * - T uses pictures to show the use of the different lexical items by giving context to each expression. * - Ss repeat and practice pronunciation. /ʃ/ /tʃ/ * - T asks CCQs. | * I may go to the beach this summer. * I might go to Brazil next holiday. * I hope to find cheap souvenirs to buy. * I wish to go to Disneyland. | Listening  Reading  Speaking  Writing\*\* | 10 minutes | T – Ss |
| **PRACTICE** | - T writes on the whiteboard four sentences with a missing word.   * Ss go to the board and complete sentences with the correct concept. | * Ss go to the board and complete the sentence with the missing word.   “I may go to the beach by bus.”  “I might attend the Carnival in Rio de Janeiro”  “I hope to go to Brazil next year”  “I wish to go to Brazil someday” | Reading  Writing | 5 minutes | T – Ss  Ss - Ss |
| * T presents different images with different means of transport and destination. * Ss create sentences by choosing a means of transport and a place using the practised expressions. | * -Elaborate 3 sentences using different means of transport and a destination, also using the learnt expressions. | Writing | 10 minutes | Ts-Ss |
| **PRODUCTION** | * Ss write a questionnaire about future expectations related to travelling. (8 min.) * Ss ask these questions to their classmates as an interview. (5 min.) * Ss present their results in front of the class. (7 min.) | * Elaborate 5 or 6 questions about future expectation using all the expressions review during the class. * Ask these questions to your classmates and then communicate your findings to the class. | Listening  Writing  Speaking | 20 minutes | Ss - Ss |