



LESSON PLAN (PPP)

<p>School: Universidad Católica de la Santísima Concepción.</p> <p>Class: Communicative Competence Initial II</p> <p>Number of SS: 7</p>	<p>Date of lesson:</p> <p>November 8th</p>	<p>Time of lesson:</p> <p>4:20 PM</p>	<p>Length of lesson:</p> <p>60 minutes</p>	<p>Student-Teacher's name:</p> <p>* María José Verdugo V.</p> <p>* María Belén Quezada C.</p>
<p style="text-align: center;">Main Aim:</p> <p>At the end of the lesson students will be able to talk about future expectations when planning a trip, orally and written.</p> <p>Reference to Planes y Programas (OF, CMO, AE):</p>				
<p>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...”</p>			<p style="text-align: center;">Assumed Knowledge:</p> <ul style="list-style-type: none"> - Pronouns. - Singular form. - Vocabulary related to travel. - Means of transport. 	
<p style="text-align: center;">Target Language: (Linguistics items use, meaning, form)</p> <ul style="list-style-type: none"> ● 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. 			<p>Souvenir / ,su:və'niə/ Bus /bʌs/</p>	
<p style="text-align: center;">Anticipated Problems</p> <ul style="list-style-type: none"> ● Students confuse when to use each expression → ● Low motivation / interesting → 		<p style="text-align: center;">.....and Solutions</p> <p>to provide a clear context when teaching each expression. to prepare a warm up.</p>		<p style="text-align: center;">Aids</p> <ul style="list-style-type: none"> - PPT - Data projector

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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<p>Ss – Ss T – Ss*</p> <p>*if there is an odd number of students.</p>
PRESENTATION	<ul style="list-style-type: none"> - T uses pictures to show the use of the different lexical items by giving context to each expression. - Ss repeat and practice pronunciation. /f/ /tʃ/ - T asks CCQs. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - T writes on the whiteboard four sentences with a missing word. - Ss go to the board and complete sentences with the correct concept. 	<p>Ss go to the board and complete the sentence with the missing word.</p> <p>“I <u>may</u> go to the beach by bus.” “I <u>might</u> attend the Carnival in Rio de Janeiro” “I <u>hope</u> to go to Brazil next year” “I <u>wish</u> to go to Brazil someday”</p>	Reading Writing	5 minutes	T – Ss Ss - Ss
	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Elaborate 3 sentences using different means of transport and a destination, also using the learnt expressions. 	Writing	10 minutes	Ts-Ss

<p>PRODUCTION</p>	<ul style="list-style-type: none"> - 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.) 	<ul style="list-style-type: none"> - 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. 	<p>Listening Writing Speaking</p>	<p>20 minutes</p>	<p>Ss - Ss</p>
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