

FORMATO DE PLAN DE CLASE

Número del plan de clase: 10

Nombre de la institución: Instituto de Idiomas Learn English

Nombre del profesor titular del curso: Ana Maria Ramirez Lopez

Nombre del practicante: Ana Maria Ramirez Lopez

Nivel: Adv 1 - B1+

Fecha: 10/09/2024 - 11/09/2024 - 12/09/2024

Tema: Money and shopping

1. Objetivos específicos (objetivos de aprendizaje e indicadores de logro)

- Talk about predictions taking into account evidence and probability

2. Contenidos (contenidos comunicativos, contenidos lingüísticos y contenidos culturales; se pueden presentar en una tabla)

Contenidos Gramaticales	Contenidos Lexicales	Contenidos Fonológicos
Predictions: will, be going to, might/may	Shopping	Word stress

3. Metodología (Actividades y estrategias didácticas que se desarrollarán durante la clase)

10/09/2024		
Tiempo	Actividad	Descripción Actividad
20min	Intro	Students will imagine they're completing a survey on shopping. The aim is for them to get familiarized with the shopping vocabulary; e.g., browse, order online, in stock. I'll check that they understand all the questions. I'll elicit some example answers as well; e.g., "They can create special offers and reduce the price." I'll ask students to complete the survey and discuss their answers as a group. I'll encourage them to say as much as possible about their answers.
5min	Modeling	Next, students will make predictions about their classmates to review will/won't, be going to, and may/might. They will deal cards from a deck with

		predictions, and each student will decide which classmate best fits each one plus providing some extra details to explain their predictions. When they have completed their predictions, they'll mingle with their classmates and see if others agree, particularly those named. I'll elicit one or two examples first; e.g., "I think Maria will probably work abroad." "I think Maria will probably buy a new car soon," or "I think John might shop for clothes online more often." When everyone has mingled and discussed their ideas, as a class, we'll get feedback and identify the most frequently named student for each prediction.
25min	Repro	I will organize the students into pairs or small groups and give each group cards with different themes such as "career," "family," "travel," "hobbies," and "finances." Each student will pick a card and make a prediction related to that theme. For example: For my career, I might become a manager, with my finances, I'm going to save for a new car.
11/09/2024		
50min	Table Talk	- What's one prediction you have about your life next year? Why do you think this might happen? - Think about a prediction someone made about you (a friend, family member, teacher). Did it come true, or do you think it might come true? - In what areas of life do you make the most predictions (e.g., health, career, relationships)? Why do you think that is? - Have you ever changed your plans based on a prediction? What was the prediction, and what did you do differently? - Do you think we can accurately predict the future? Why or why not? - Have you ever been surprised by something you thought wouldn't happen but then did? What did you learn from it?
10min	Break	
50 min	Con. Prac	The teacher will show on the TV page 10, unit 5CD of the PDF where the course topics are. The lesson will begin by explaining the situations in which we use the topic. After that, the students will be asked to read only the examples provided in the PDF. On the board, I will write an example of an affirmative, negative, and interrogative sentence.

		- I will get a scholarship - Tomorrow, it is going to rain because the weather app says it - There might not rain because the weather app says that there is 50% Following that, any doubts the students have will be answered, and they will be asked to orally provide their own example using the topic. Once everyone has given their examples, the students will be asked to open their platform, where they will complete a grammar exercise, a vocabulary exercise, and a listening exercise. Each exercise will be done as follows: The teacher will say the exercise to do, give time to complete it, and then the class share the answers together. 5C Predictions: will, be going to, may/might 5.9 I'm sure Emily will love her present. I don't think we'll have time to go to the museum today. There are lots of people here. It's going to be a great party! It might rain later this afternoon. We may not stay at home for Thanksgiving this year. will We use <i>will</i> and won't to make predictions about the future, based on our personal opinions. We often use phrases like <i>In my view/opinion...</i>, <i>I think/feel (that)...</i>, <i>I expect (that)...</i>, and <i>I'm sure (that)...</i> before <i>will</i> and won't. <i>In my view, Germany will win the next World Cup.</i> <i>It won't be easy for her to find a cheap apartment in the city.</i> We often use <i>Do you think ...?</i> to ask someone to make a prediction. <i>Do you think she'll like her present?</i> Look! To make a negative prediction with <i>will</i>, we normally use the negative form of <i>think</i>, followed by <i>will</i>. <i>I don't think he'll get the job.</i> NOT <i>I think he won't get the job.</i> be going to We use <i>be going to</i> to make predictions that we are sure about, based on something we can see or something that we know. <i>Look at how full the parking lot is. The mall's going to be really busy.</i> <i>Everyone says Toronto is an amazing city – you're going to have a great vacation.</i> probably and definitely We use the adverbs <i>probably</i> and <i>definitely</i> to make a prediction with <i>will</i> or <i>going to</i> to less certain or more certain. <i>He'll probably buy a new car next year.</i> <i>He's probably going to buy a new car next year.</i> <i>Sarah will definitely go to college.</i> <i>She's definitely going to go to college.</i> Look! We use <i>probably</i> and <i>definitely</i> after <i>will</i> but before won't. <i>It'll probably rain when we're on vacation.</i> <i>I definitely won't miss the party.</i> may/might We use <i>may</i> (not) or <i>might</i> (not) + base form to say that a prediction is possible. They mean "maybe" or "perhaps." <i>We may not go on vacation this year.</i> = Perhaps we won't go on vacation this year. <i>It might rain later, so take an umbrella.</i> = Maybe it will rain later, so take an umbrella. 1 Choose the correct options to complete the sentences. 1 Look at those dark clouds. It will / 's going to rain! 2 I'm going to / might be home before seven, but it depends on the traffic. 3 The score is 10-0! Our team is going to / will win the game. 4 Jane will definitely / definitely will be at the concert. She bought her ticket months ago. 5 He's studying really hard at the moment. He might / 's going to pass the exam easily. 6 I'm sure you might / 'll enjoy the movie. 7 It will / may snow tonight. There's a 50% chance of snow according to the weather forecast. 8 We're arriving at midnight, so I think we won't / don't think we'll have time to go for dinner. 9 She doesn't think they'll / won't move next year. 2 Complete the second sentences so they mean the same as the first sentences. Use the words in parentheses. 1 Perhaps she will win the Olympic gold medal. She _____ the Olympic gold medal. (win) 2 I'm absolutely sure that Mark won't pass his driving test. Mark _____ his driving test. (fail) 3 We probably won't have time to visit you this month. I _____ have time to visit you this month. (think) 4 I'm sure there will be a party this weekend. There _____ a party this weekend. (definitely) 5 The weather's awful. Maybe the train will be late. The train _____ on time because of the awful weather. (arrive) 6 You'll definitely learn a lot in this course. I _____ learn a lot in this course. (sure) 7 It's possible that it will rain later today. It _____ later today. (might) 8 We're not going to get to the airport on time with this traffic. I _____ get to the airport on time with this traffic. (think)
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		for and anticipate in the coming years while analyzing how they feel about their present situation. This exercise allows them to consider what they would like to achieve or change while reflecting on what they truly want for their future, helping them think about their aspirations and personal goals.
12/09/2024		
50min	Speaking	Students will do a fill-in activity to review the meanings of 'just' and 'even'. I'll dictate twelve sentences, which will include the shopping vocabulary seen before, and explain to my students that they have to complete them with 'just' or 'even'. After that, students will hold a conversation in which they'll need to put in practice the language for predicting seen (will, be going to, may/might), the shopping vocabulary seen, and also 'just' and 'even'. (ADDITIONAL R. 5B SKILLS) 5B SKILLS Shop or stop? STUDENT A Complete these sentences using <i>even</i> or <i>just</i> and an appropriate word. - In our town, you can _____ from early in the morning to late at night _____ on Sundays. - My brother goes to the _____ about three times a week. I suppose he _____ likes shopping. - I _____ the sweater because it was _____ the color I wanted. - It's eleven o'clock in the _____, and the store isn't _____ open yet. - The new supermarket is _____ larger than the old one, which was _____. - I'd love to go shopping, but there's _____ one problem – I have no _____! Check your partner's sentences. - I don't want to buy anything. I'm just looking. - She bought another pair of shoes, and she doesn't even need them. - Our butcher sells every kind of meat – beef, chicken, lamb, and even kangaroo. - I got a discount, so the price was just under \$100 – what a bargain! - There's just one more day to go, and I still haven't bought my presents. - The line outside the computer store was even longer than usual on Saturday. Personal Best Tell your partner what you really think about shopping and discuss some of the sentences above. Do you buy clothes and shoes when you don't need them? Do you love bargains? Have you ever stood in line outside a store? ----- STUDENT B Check your partner's sentences. - In our town, you can shop from early in the morning to late at night even on Sundays. - My brother goes to the shopping center about three times a week. I suppose he just likes shopping. - I bought the sweater because it was just the color I wanted. - It's eleven o'clock in the morning, and the store isn't even open yet. - The new supermarket is even larger than the old one, which was huge. - I'd love to go shopping, but there's just one problem – I have no money! Complete these sentences using <i>even</i> or <i>just</i> and an appropriate word. - I don't want to _____ anything. I'm _____ looking. - She bought another _____ of shoes, and she doesn't _____ need them. - Our butcher sells every kind of _____ – beef, chicken, lamb, and _____ kangaroo. - I got a discount, so the _____ was _____ under \$100 – what a bargain! - There's _____ one more day to go, and I still haven't _____ my presents. - The _____ outside the computer store was _____ longer than usual on Saturday. Personal Best Tell your partner what you really think about shopping and discuss some of the sentences above. Is it important that the stores are always open? Do you like going to the mall? How often do you go shopping? Personal Best BL+ © Richmond 2018

4. Materiales y recursos (Describir los materiales que serán utilizados por usted y sus alumnos al igual que recursos tales como grabadora, video beam, computador, etc.)

- Paper
- Bag
- Computer

- TV
- Board
- Marker

5. Evaluación (Instrumentos o criterios para valorar el cumplimiento de los objetivos planteados para la clase)