

FORMATO DE PLAN DE CLASE

Número del plan de clase:

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: 2/10/2024 - 3/10/2024

Tema: Right and Wrong

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

- Expresses unlikely and impossible situations and their consequences

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

Contenidos Gramaticales	Contenidos Fonológicos
Second Conditional	weak form of have

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

02/10/2024		
Tiempo	Actividad	Descripcion Actividad
20min	Intro	Students will watch short clips that show how the world would be without something specific, for example a world without pain or chairs. A World Without... Pain A World Without... Chairs A World Without... Decisions
5min	Modeling	After each mini video, I will tell students how I imagine the world without that specific thing and then ask them how they would imagine it.

25min	Repro	Based on the videos and questions, I will ask them to choose things that are important in our daily lives and describe how the world would be without them. For example: water, cellphones, cars.
10min	Break	
50min	Table Talk	- If you could change one thing about the world today, what would it be and why? - How do you think your life would be different if you lived in a world without technology? - If people could change their personality traits instantly, how do you think relationships would be affected? - What would happen if everyone suddenly stopped valuing money? How would society function? - If you could erase one invention from history, which one would you choose and what impact would it have? - If humans didn't need food to survive, how would our culture and daily routines change? - What do you think the world would look like if everyone had the same abilities and talents? - If we could rebuild society from scratch, what's one thing you would do differently?
10min	Break	
30 min	Con. Prac	The teacher will show on the TV page 20, unit 10CD 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. - What would you do if you were a cow? - I would be so sad if I were a cow - They wouldn't eat grass 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. 10C Second conditional, would, could, and might 10.11 If I argued with my best friend, I'd be sad. I'd visit you every year if you lived near the coast. If I could speak Spanish, I'd go traveling in South America. If I won the lottery, I might give all the money to charity. If I were you, I'd update my résumé. We use the second conditional to talk about impossible or very unlikely hypothetical situations in the present or future and their consequences. Impossible situation <i>If I were rich, I'd buy a big house by the sea.</i> (If I'm not rich, so it's impossible for me to buy a big house by the sea.) Unlikely situation <i>If my new phone stopped working tomorrow, I'd take it back to the store.</i> (It's a new phone, so this probably won't happen.) We form the <i>if</i> clause with <i>if</i> + simple past, and we form the main clause with <i>would</i> + base form. The <i>if</i> clause can come either at the beginning or at the end of the sentence with no change in meaning. <i>If you went to bed earlier, you wouldn't feel so tired.</i> <i>You wouldn't feel so tired if you went to bed earlier.</i> We can also use <i>could</i> or <i>might</i> in the main clause to say that something would be possible. <i>If we lived by the sea, we could go swimming every day.</i> <i>If you asked John more politely, he might help you.</i> With the verb <i>be</i>, we often use <i>were</i> instead of <i>was</i> in the <i>if</i> clause with <i>I</i>, <i>he</i>, <i>she</i>, and <i>it</i>. We often use <i>were</i> in the phrase <i>If I were you</i> ... to give advice. <i>If Adam were here, he would fix your computer.</i> <i>If I were you, I'd take a cab to the airport.</i> Look! Don't use <i>would</i> in the <i>if</i> clause. <i>If I had more time, I'd learn the saxophone.</i> NOT <i>If I would have more time, I'd learn the saxophone.</i> Second conditional or first conditional? We use the first conditional when we think a future event is likely. We use the second conditional when we think a future event is less likely. <i>If it rains tomorrow, we'll go shopping.</i> (It often rains here, so it might rain.) <i>If it rained tomorrow, we'd go shopping.</i> (It probably won't rain.) 1 Complete the second conditional sentences with the correct form of the verbs in parentheses. 1 If I _____ (live) downtown, I _____ (walk) to work. 2 This city _____ (be) much nicer if there _____ (be) less traffic on the streets. 3 If you _____ (get up) a bit earlier, you _____ (not be) late for work so often. 4 If we _____ (have) a bigger car, we _____ (can) take more things on vacation with us. 5 What _____ (you/do) if someone _____ (steal) your car? 6 I _____ (play) basketball if I _____ (be) a bit taller. 7 If I _____ (be) you, I _____ (ask) my boss for a promotion. 8 If you _____ (not spend) so much money on clothes, you _____ (be able to) afford a new phone. 2 Complete the second sentences. Use the second conditional to link the situations in the first sentences. 1 I'm lazy. I always get bad grades in school. <i>If I wasn't lazy, I wouldn't always get bad grades in school.</i> 2 I have a small bedroom. I don't have enough space for all my books. If I _____, _____ enough space for all my books. 3 It's so hot today. I can't concentrate on my work. If _____, _____ on my work. 4 I don't get any exercise. I'm so out of shape. If I _____, _____ so out of shape. 5 I feel tired. I can't play tennis this afternoon. If I _____, _____ this afternoon. 6 I drink coffee in the evening. I don't sleep well. If I _____, _____ better. 3 Complete the sentences with the correct form of the verbs in parentheses. Use the first or second conditional. 1 If we _____ (leave) now, we'll get there on time. 2 What would you do if you _____ (win) \$1,000? 3 If you _____ (have) a cat, you could drive to work. 4 _____ (you/go) to college if you get good grades this year? 5 If he _____ (ask) her to marry him, what would she say? 6 We'll play tennis later if it _____ (stop) raining. 7 I _____ (not accept) that job if they offered it to me. 8 If they win, they _____ (be) the champions. Go back to page 89
20 min	Writing	"What would you do if you had the opportunity to make your most important dream come true right now?" It was designed for students to reflect on their most important aspirations, using the grammatical structure of the second conditional. This task encouraged students to explore how decisions and circumstances impact their lives and dreams. Reflecting on a hypothetical scenario where they could make their most important wishes come true gave them the opportunity to describe in depth their personal goals and what they truly wish to achieve.
10min	Break	
50min	Speaking	Students will create a conversation where they talk about a parallel world and what they would be like in that world. The idea is to describe both the world and themselves in detail.

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.)

- Computer
- TV
- Board
- Marker

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