

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:

Tema: Getting Away

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

- Expresses his/her opinion by using the modals of deduction

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

Contenidos Gramaticales	Contenidos Lexicales	Contenidos Fonológicos
Modals of Deduction	Landmarks	sentence stress

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

10/10/2024		
Tiempo	Actividad	Descripción Actividad
20min	Intro	The students played Hangman using the names of the most famous landmarks around the world (Eiffel Tower , Great Wall of China, Statue of Liberty, etc). The idea was for each student to describe how the landmark looks as a clue for their classmates to start guessing letters and figure out the name.
5min	Modeling	I am going to talk about famous places in Colombia, the idea is to give students clues of the place and they have to guess what the place is. For example: Clue 1: This place is known as "The Lost City" and is older than Machu Picchu. Clue 2: It is located in the Sierra Nevada de Santa

		Marta. Clue 3: You need to hike for several days to reach it. Answer: Ciudad Perdida, Santa Marta Clue 1: This place has colorful streets and colonial architecture. Clue 2: It is located on the Caribbean coast of Colombia. Clue 3: It is famous for its walled city and is a UNESCO World Heritage Site. Answer: Cartagena de Indias
25min	Repro	Using a presentation about myths and facts, I will provide the students with a statement, and they will have to decide whether it is a myth or a fact. The idea is for them to use modal verbs of deduction based on their level of certainty. For example, if they are very sure, they can use must; if they are unsure, they can use might, and so on. After each statement, I will reveal the correct answer, allowing them to compare their deductions. mythbusters.pdf - Google Drive
10min	Break	
50min	Table Talk	- Why do you think it's important to pay closer attention to your surroundings and daily life? How can this help you make better decisions? - What details in your environment do you often overlook? How might observing them more closely help you understand a situation better? - How do you think reflecting on everyday experiences can change the way you see the world around you? - When you see something unusual or surprising, how do you try to figure out what's happening? What clues do you look for? - How can paying attention to others' actions or words help you better understand their feelings or intentions?
10min	Break	
30 min	Con. Prac	The teacher will show on the TV page 24, unit 12CD 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. - It must be a flower - It can't be a person 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. 12C Modals of deduction 12.1.1 I can't hear the children. They must be in bed. I haven't seen Lukas for a few days. He might be on vacation. You might not like this new call. They only serve coffee, not tea. Sandra's not at work today. She may be sick. It's very noisy in the apartment upstairs. They must be having a party. We use modals of deduction to talk about something when we don't know if it's definitely true. We use must + base form when we think that something is true. <i>It must be cold outside. Everyone's wearing gloves.</i> (= I'm sure it's cold outside.) We use can't or couldn't + base form when we are sure that something isn't true. <i>Sally can't live here. This is a house, and she said she lived in an apartment.</i> (= I'm sure that Sally doesn't live here.) We use might or might not + base form when we think it's possible that something is true, but we're not sure. <i>Mark isn't answering his phone. He might be in a meeting. Or he might not have it with him.</i> (= It's possible that Mark is in a meeting. It's possible that he doesn't have his phone with him.) We also use may or could + base form when we think something is possible. <i>They're speaking English, so they may be British. I don't know where he is. He could be at a friend's house.</i> We often use the continuous form of the verb after modals of deduction when we talk about what we think is happening now. <i>Toni's not in the kitchen. He must be doing his homework in his bedroom. They can't be playing soccer now – it's nearly midnight. She might be talking to David on the phone. He left a message for her this morning.</i> Look! We never use can or contract must not to talk about what we think is true. The word mustn't has a different meaning and expresses prohibition in British English. <i>Lisa has ordered tofu. She might/could be a vegetarian. NOT ~~She can be a vegetarian.~~ That must not be Steve's coat. It looks too small. NOT ~~That mustn't be Steve's coat. It looks too small.~~</i> 1 Choose the correct options to complete the sentences. - John didn't sleep at all last night. He must / can't be really tired today. - Where's Lida? She can't / might be at work because her office is closed today. - Let's try that store over there. It might / can be cheaper, but I'm not sure. - We can / can't be at the right address. There's no restaurant here. A. Is Vicki's husband from Australia? B. I think he might / can't be, but I've never asked him. - I never see Max studying, so he can't / must be a very good student. - Look, Brian must / can be home – the lights are on in his apartment. - This must / may be the museum Lucy was talking about. I'm absolutely sure. - That movie won three Oscars, so it can't / must be good. - The people on the street have opened their umbrellas, so it can't / must be raining.  2 Complete the second sentences so they mean the same as the first sentences. Use must, might, or can't. - Luke's not here. It's possible that he's sick. Luke's not here. He _____ sick. I'm sure that's not Martin's car. His is much bigger. That _____ Martin's car. His is much bigger. - Steve goes to the pool every day at this time. He's definitely swimming right now. Steve _____ swimming right now – he goes to the pool every day at this time. It's possible that there are still tickets available for the concert. There _____ tickets available for the concert. It seems impossible that this dish is very healthy – it's full of sugar. This dish _____ very healthy – it's full of sugar. I'm totally sure she knows Toni – I saw them talking at the party. She _____ Toni – I saw them talking at the party. It's possible that they're waiting for us outside. They _____ for us outside. I don't believe that it's snowing. It's the middle of May! It _____ it's the middle of May! ◀ Go back to page 107 135
--	--	---

		meaningful conclusions about how they could shape their lives based on their present actions.
10/10/2024		
50min	Speaking	Students will play a game to review modals of deduction; e.g., It might be, It can't be, It must be. Students will take turns guessing some random items. For each item, there'll be three clues. Depending on how many clues a student needs to guess the item, that's the amount of points they'll get. I'll demonstrate the activity with; e.g., pizza. And I'll give my students a clue: It is a type of food. I'll encourage guesses; e.g., It might be bread/cake/chicken. Then, I'll give a second clue: It has five letters. And encourage more guesses; e.g., It can't be chicken or cake. It might be salad, pasta, or pizza. Finally, I'll give a third clue: It's round and cooked in an oven. Then, students will make a final guess; e.g., It must be pizza. I'll encourage my students to use modals of deduction in the game whenever possible. Example: - Elephant Clue 1: It's an animal. It might be a dog, a horse, or a cow. Clue 2: It has a trunk. It can't be a dog or a horse. It might be an elephant or a tapir. Clue 3: It's the largest land animal. It must be an elephant. - Laptop Clue 1: It's a type of electronic device. It might be a phone, a tablet, or a laptop. Clue 2: It has a screen and a keyboard. It can't be a phone. It might be a desktop or a laptop. Clue 3: It's portable and often used for work or study. It must be a laptop.

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)