

**TRƯỜNG CAO ĐẲNG SƯ PHẠM LẠNG SƠN  
KHOA NGOẠI NGỮ**

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## **KẾ HOẠCH BÀI HỌC**

**Học Phần: Nghe Nói 2**

**Tên bài dạy: MODULE 6; UNIT 16B. WISHES AND DREAMS**

**Đối tượng: K20D**

**Thời gian lên lớp: Tiết 2, chiều thứ 6, ngày 21/04/ 2017**

**Địa điểm: Phòng C203**

**Người thực hiện: Hà Thúy Châm**

**Lạng Sơn, ngày 16/04/ 2017**

# LESSON PLAN

## MODULE 6; UNIT 16B: WISHES AND DREAMS

**Teacher: Hà Thúy Châm**

**Class: K20D**

**Time: Period 2, Friday Afternoon, April 21<sup>st</sup> 2017**

**Subject: Listening and Speaking**

### **I – Objectives:**

By the end of the lesson, students will be able to:

-use the Simple Future Tense to talk about their hopes and dreams in the future

### **Knowledge:**

- Vocabularies: Develop student's vocabularies about areas of life in the future such as: graduate (v), promote (v), promotion (n), earn (v), leisure (n)
- Structure: Clarify the use of *be going to* and *will* to talk about their future plans, hopes, dreams.

### **Skills:**

Develop students listening and speaking skills

- Listening: listen to the recording and answer questions on task A page 71
- Speaking: use words or phrases on task A and B page 71, complete the chart and talk about their hopes and dreams for the future.

### **Attitudes:**

- Raise students' motivation to talk about their future hopes and dreams in the lesson

## II. Materials:

- Text book: Let's Talk 1 (Leo Jones)
- Website:

<http://www.cambridge.org/grammarandbeyond/uncategorized/2012/10/quick-and-easy-classroom-activity-teaching-future-tenses-to-intermediate-learner>

<http://www.metrolyrics.com/que-sera-sera-lyrics-doris-day.html>

## III. Teaching aids

Board, Chalk, Laptop, PowerPoint, Text book, Handouts...

## IV. Methods

Individual, pair, group-work, role-playing, mind-mapping.

## V. Procedures

| Time/stages      | Teacher's activities   | Student's activities  | Aids  |
|------------------|--|---|---|
| Activity 1<br>5' | <p><b>Warm – up</b></p> <p>-Teacher shows slide number 3 <i>“The Dianarella’s Future”</i> and asks: <i>“what is the picture about?”</i></p> <p><i>“What will happen in the next slide?”</i> to set up the context of using the <i>simple future tense</i> in the lesson.</p> | <p>-Students look at the screen and answer teacher’s questions.</p> | <p>PowerPoint<br/>Slides<br/>Projector<br/>Handout(s)</p> |

|  |  |  |  |
|--|--|--|--|
|  | <p>-Asks students to look at slide number 4 for one minute and try to remember as much as they can what are in the slide, then talk about the slide content (what they can remember).</p> <p>-Leads in the lesson</p>  | <p>-Students look at the slide for 1 minute then give feedback on the content of the slide.</p> <p>-Answers</p>  |  |
| <p><b>Activity 2</b><br/><b>5'</b></p> | <p><b>Vocabularies</b></p> <p>-Teacher asks the whole class to look at slides: 5 and guess the vocabulary.</p> <p>-Checks students' answers</p> <p>-Asks students to practice saying the words fluently, make sentences about what they hope to do in the future using the given vocabularies.</p> <p>E.g. <i>Make 3 sentences about what you hope to achieve in the future using:</i></p> <p>+<i>I will....</i></p> <p>+<i>I hope to.....</i></p> <p>-Teacher gets feedback</p> | <p>-Students work individually then guess / label the pictures.</p> <p>-Give feedback</p> <p>-Practice</p> <p>-Students make sentences using the vocabularies.</p> <p>+Students take turn to give examples</p> | <p>PowerPoint<br/>Slides<br/>Projector<br/>Handout (s)</p> |

|  |   |  |   |  |   |
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|  | -Leads in the listening activity:   |  |   |  |   |
| <b>Activity 3</b><br><b>10'</b><br><b>Practice</b>   | <p><b>Listening, part A</b></p> <p>-Teacher asks students to read the task instructions, task questions and then listen to the recording twice and check (v) what Mike and Kate hope to achieve.</p> <p>-Gets feedback by asking students to mark their partner's answers and give score (..... x 2=.....).</p> <p><b>Activity 2. (Let's Talk, page 71)</b><br/>A. Listening: Mike and Kate, Gary and Jean's children, are talking about their hopes and dreams for the future. Check (v) what they hope to achieve</p> <table border="0"> <tr> <td> <p><b>Mike hopes to.....</b></p> <p>a) go to graduate school</p> <p>b) start his own company ✓</p> <p>c) start a family ✓</p> <p>d) travel</p> <p>e) buy a house in the city</p> </td> <td> <p><b>Kates hopes to.....</b></p> <p>a) get married. ✓</p> <p>b) start a family soon</p> <p>c) earn enough money to travel. ✓</p> <p>d) go to graduate school</p> <p>e) get an interesting job. ✓</p> </td> </tr> </table> <p>-Asks individual student if he/she shares the same dreams as Mike or Kate.</p> | <p><b>Mike hopes to.....</b></p> <p>a) go to graduate school</p> <p>b) start his own company ✓</p> <p>c) start a family ✓</p> <p>d) travel</p> <p>e) buy a house in the city</p> | <p><b>Kates hopes to.....</b></p> <p>a) get married. ✓</p> <p>b) start a family soon</p> <p>c) earn enough money to travel. ✓</p> <p>d) go to graduate school</p> <p>e) get an interesting job. ✓</p> | <p>-Students work individually, listen and tick the answers on handout 1</p> <p>-Students mark each other's work (pair checking)</p> <p>- Give their answers</p> | <p>PowerPoint Slides</p> <p>Projector</p> <p>Handout(s)</p> <p>Textbook</p> |
| <p><b>Mike hopes to.....</b></p> <p>a) go to graduate school</p> <p>b) start his own company ✓</p> <p>c) start a family ✓</p> <p>d) travel</p> <p>e) buy a house in the city</p> | <p><b>Kates hopes to.....</b></p> <p>a) get married. ✓</p> <p>b) start a family soon</p> <p>c) earn enough money to travel. ✓</p> <p>d) go to graduate school</p> <p>e) get an interesting job. ✓</p>   |  |   |  |   |

|  |   |  |   |
|--|---|--|---|
|  | <p><b>Listening part B</b></p> <p>-Asks students to listen again and fill in the blank...on page 2, handout 1</p> <p>-Gets feedback from students and leads in the revision of <b>“Be going to”</b> and <b>“Will”</b>.</p> <p><b>B. Listen again and fill in the blank..... Handout 1, (page 2)</b></p> <div style="display: flex; justify-content: space-around;"> <div style="background-color: #e0f2f1; padding: 5px; border: 1px solid #ccc;"> <p>• Antonio and I (Antonio’s my fiancé) .....<br/>to ..... soon.</p> </div> <div style="background-color: #e0f2f1; padding: 5px; border: 1px solid #ccc;"> <p>• I hope that we .....both ..... enough money.</p> </div> </div> <p>- Shows slides 14, 15</p> <p>-Refers to the <b>grammar structures on page 118</b>, students’ book.</p> <p>Asks students to look at the two slides and compare the differences</p> | <p>-Work individually, listen and fill in the blank</p> <p>-Give feedback individually</p> <p>-Quickly revise the use of Simple Future Tense</p> <p>-Students look at the slide and analyze, highlight the differences</p> | <p>PowerPoint</p> <p>Slides</p> <p>Projector</p> <p>Handout 1</p> |
|--|---|--|---|

**S+ be (am /is /are) + going to + Verb (infinitive):**

*-Something IS GOING TO HAPPEN: The current situation makes us believe that*



Look at those black clouds!

It's **going to** rain.

She is pregnant.

She **is going to** have a baby.



**Prediction with present evidence**

**S + will + Verb (infinitive)**



Don't worry. I **will** help you with your homework.



I **will** love you forever.



You **will** be rich

Offers  
Promises  
Predictions  
Hopes/ dreams

*Note: Grammar forms: page 118*

Encourages students to use both forms when doing pair work.

|   |  |   |   |
|---|--|---|---|
|   | Eg. <i>'be going to'</i> should be used for something they already plan to do or certain to happen in the future.  |   |   |
| <b>Activity 4</b><br><b>15'</b><br><br><b>Practice</b><br><b>and</b><br><b>Production</b> | <b>Speaking (1):</b><br><b>Pair work</b><br>Asks students to work in pairs, think about areas of their lives, talk about what their hopes and dreams of the future are.<br><br>-Gets feed back   | -Work in pairs to work in pairs to complete the chart on page 71, write sentences, ask each other questions and give answers<br><br>-Students use a ball to pick up some one from the class to answer | PowerPoint<br>Slides<br>Projector<br>Textbook |
|   | <b>Speaking (2)</b><br><b>Future dreams: Mind-mapping</b><br>-Asks students to look at the themes, select one and prepare a mind map before sharing it with other group members.<br>Gets feedback:<br>+ Asks students to select one of the themes such as: | -Students work individually to prepare their "future dreams" mind map before sharing it with other group members.<br><br>-Work in groups of 4 sharing their themes.                                   | PowerPoint<br>Slides<br>Projector<br>Textbook |



|                                       |  |  |                   |
|---------------------------------------|--|--|-------------------|
|                                       | <p><i>Job, Leisure, Family, Travel...</i></p> <p>Asks 3-4 students to do a 1-2 minutes' presentation in front of the whole class.</p>  | <p>- Students do a 2 minute-presentation about their future dreams in front of the whole class.</p> <p>The rest of the class must upload their speaking task online.</p> |                   |
| <p><b>Summary and homework 3'</b></p> | <p><b>Summary:</b></p> <p>-Reminds students about the use of <b>“WILL”</b> in the simple future tense to talk about hopes and dreams.</p> <p><b>Homework:</b></p> <p>Asks students to prepare a short talk of 2-3 minutes about their future hopes and dreams (3-4 themes: Education, Life, Job, Family) and upload/share it on their face book page ask a compulsory self-study task.</p> <p><b>Motivation: Fun time:</b></p> <p>*Asks Students to listen and sing along the “Que Sera Sera” song as this joyful song may remind them</p> | <p>Students revise the language focus and note down their homework task</p>  | <p>PPT Slides</p> |
|                                       |  |  |                   |

|  |                                     |  |  |
|--|-------------------------------------|--|--|
|  | some content knowledge of Module 6. |  |  |
|--|-------------------------------------|--|--|

# Que Sera Sera

(Jay Livingston, 1956)

## Doris Day - Que Sera Sera Lyrics

When I was just a little girl  
I asked my mother  
What will I be  
Will I be pretty  
Will I be rich  
Here's what she said to me  
Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be  
When I grew up and fell in love  
I asked my sweetheart  
What lies ahead  
Will we have rainbows  
Day after day

Here's what my sweetheart said  
Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be  
Now I have Children of my own  
They ask their mother  
What will I be  
Will I be handsome  
Will I be rich  
I tell them tenderly  
Que sera, sera Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be  
Que Sera, Sera

# List of themes

- *Lifestyle*
- *relationships*
- *life*
- *family*

- *Job*
- *travel*
- *education*
- *interests*

# Future dreams card

class      room

Your Name

70#

**travel**  
go to Italy  
eat delicious foods  
pizza, pasta ... etc  
my PRADA bag

**family**  
Wedding  
pretty children

**interests**  
fashion design  
clothes, bag, boots

**life**  
have a broad farm  
spend happy time

The card features a central cartoon girl with pigtails. To her left, the 'travel' section shows a girl at a table with a pizza and a Prada bag, with an airplane flying above. To her right, the 'family' section shows a bride and two children. Below her, the 'interests' section shows various fashion items. To the right of the girl, the 'life' section shows a family on a farm with a cow and sheep.

# Future Dreams Map Card

class

room

Your Name

TD#



# 16B Wishes and dreams

## Activity 1

**A Pair work** Gary and Jean are 50 years old now. What achievements do you think they were proud of when they were 20, 30, and 40 years old?



**B Listen** Gary and Jean are looking at some old photographs. Check (✓) what they were proud of achieving at each age.

|        | Gary was proud of ...  | Jean was proud of ...   |
|--------|--|---|
| Age 20 | <input type="checkbox"/> graduating from college.<br><input type="checkbox"/> fixing up an old car.  | <input type="checkbox"/> living in Mexico for a year.<br><input type="checkbox"/> learning some Spanish.  |
| Age 30 | <input type="checkbox"/> getting his first job.<br><input type="checkbox"/> getting a job promotion. | <input type="checkbox"/> starting graduate school.<br><input type="checkbox"/> finishing graduate school. |
| Age 40 | <input type="checkbox"/> receiving an award.<br><input type="checkbox"/> finishing a race.           | <input type="checkbox"/> starting a new job.<br><input type="checkbox"/> volunteering at a hospital.      |

**C Pair work** Think about your own life. Complete the chart.

| Something I'm proud of                         | Something I regret                                  |
|--|---|
| <i>I'm proud of learning another language.</i> | <i>I never learned how to drive. I regret that.</i> |

**D Join another pair** Compare your ideas. Then discuss these questions.

- Do you want to change anything about your life? What?
- What do you think your parents are most proud of?
- Do you think your parents have any regrets?

to graduate (v)  
pron. o.tion (n)

/ˈgrædʒueɪt/  
/praɪ'mou/ɪv/

tiết nghiệp đại học  
cơ hội

## Activity 2

**A Listen** Mike and Kate, Gary and Jean's children, are talking about their hopes and dreams for the future. Check (✓) what they hope to achieve.

| Mike hopes to ...                                 | Kate hopes to ...                                     |
|---|---|
| <input type="checkbox"/> go to graduate school.   | <input type="checkbox"/> get married.                 |
| <input type="checkbox"/> start his own company.   | <input type="checkbox"/> start a family soon.         |
| <input type="checkbox"/> start a family.          | <input type="checkbox"/> earn enough money to travel. |
| <input type="checkbox"/> travel.                  | <input type="checkbox"/> go to graduate school.       |
| <input type="checkbox"/> buy a house in the city. | <input type="checkbox"/> get an interesting job.      |

**B Pair work** Compare your answers. Do you share any of the same dreams as Mike or Kate?

## Activity 3

**A Pair work** Think about these areas of your life. What are your hopes and dreams for the future? Complete the chart.

|         | In 5 years, I'll be ___ years old. | In 25 years, I'll be ___ years old. |
|---------|------------------------------------|-------------------------------------|
| School  |                                    |                                     |
| Work    |                                    |                                     |
| Romance |                                    |                                     |
| Family  |                                    |                                     |
| Friends |                                    |                                     |
| Home    |                                    |                                     |
| Travel  |                                    |                                     |
| Leisure |                                    |                                     |
| Money   |                                    |                                     |
| Other   |                                    |                                     |

**B Join another pair** Find out about your classmates' hopes. Discuss these questions.

- How old will you be in 5 years? in 25 years?
- What do you hope to do?
- How do you plan to do these things?

*What do you hope to do in 5 years?*

*I hope to go to graduate school. I'll need to save some money before then.*

**C Group work** What do you think will happen to your group members in 5 years? 25 years? Make predictions.

*In 5 years, I think Carlos will be married. He'll have several children and ...*

to earn (v)

/ə:n/

kiếm tiền

enough (adv) đủ

leisure (n)

/ˈleɪzə/

rảnh rỗi