

UNIT 2: DEVELOPING IDEAS

LESSON 2: PLANNING FOR THE NEXT CLASS

Lesson aims:

- Express intentions and plans
- Write examples to support a sentence
- Understand plans and ideas about tomorrow or the next week
- Understand information about an assignment
- Create a study plan

Lead-in

1. *Work with a partner. Brainstorm different activities and things you do in your classes.*
2. *What are these people doing?*



*Image from:
el19digital.com

Speaking



**GRAMMAR
SUPPLEMENT:
THE FUTURE**

1. *Are the following statements true for you? Mark YES or NO and compare your answers with a partner.*

NEXT WEEK...	Yes	No
1. I have a test.		
2. I'm going to study extra hard.		
3. I'll probably watch a video connected to my studies.		
4. My class will probably be cancelled.		

Academic Language: Writing

1. Read the following sentences. There are basic statements and **examples**.

- I really like having free time. **For example, I enjoy reading and watching movies.**
- People are going to use more technology, **such as new apps and artificial intelligence.**
- Public transportation gives us some traffic solutions. **For instance, buses and metros can transport many people efficiently.**
- The assignment is a topic presentation. **For example, you can present about something you study.**

LANGUAGE NOTE:

GIVING EXAMPLES

for example
for instance

such as
i.e.



CRITICAL THINKING

We give or provide examples for evidence to support an idea or argument.

2. Create an example sentence for each of these basic statements. Start with an example connector (for example, such as, for instance).

- a) There are many jobs in the city,
- b) A good diet should include vegetables,
- c) I'm going to do fun things in my vacation,

Listening

1. Before listening. Match the expressions on the left with the definitions on the right.

- | | |
|----------------------|---|
| 1 a subheading | a a piece of work for school or university |
| 2 to reference | b the exact words another person said |
| 3 a deadline | c a type of writing |
| 4 an essay | d to give to the teacher |
| 5 an assignment | e in order A, B, C, etc. |
| 6 a quote | f to show who originated an idea |
| 7 alphabetical order | g the date you have to finish something |
| 8 to hand in | h the title for a section of a piece of writing |

2. *Listen and say: Who is speaking?*

*Listening from: learnenglish.britishcouncil.org

3. *Listen again. Answer these questions about the listening text.*

- a) What day should you hand in the essay?
- b) How do you write the teacher's email address?
- c) In some cases, should you email the essay again?
- d) What should you write on the last page?
- e) What size font should you use for the essay?

4. *Listen and read the transcript at the same time.*

5. Which **highlighted** sentences have a negative meaning, and which have a positive meaning? Write the sentence / phrases here:

Negative:

Positive:

Transcript

I want to explain a few things about your essay.

First of all, the deadline. The deadline for this essay is October the 18th. Not the 19th, not the 28th, not two days later because your dog was ill or your computer broke – the 18th. If it's late, **I won't mark it. I won't even read it** – you'll fail the assignment! So, please hand it in on time. You can even hand it in early, if you like!

You can email me the essays at j.hartshorn@lmu.ac.uk. That's H-A-R-T-S-H-O-R-N. **I'll reply** to say I've got it. If I don't reply within a day, it might mean I didn't get it, so please email me again to make sure. You can also bring a paper copy of the essay to my office, but let's be kind to the trees, OK? Email is better for the trees and for me.

Don't forget that you must reference every idea or quote you use that isn't your own idea. And the last page of your essay should be a list of all the books you used, in alphabetical order, not in the order you used them!

And lastly, make it easy for me to read! That means use a clear font. Arial is best, but Times New Roman is fine too. Not Comic Sans please! Size 12 font for the essay, and size 14 for the titles and subheadings. And use page numbers. Any questions?

*Listening from: learnenglish.britishcouncil.org

Final Lesson Task: A study plan

1. Create a study plan for Lenny.

- a) **Listen** to a **study advisor** make suggestions to Lenny about creating a study plan for next week.
- b) **Listen** again for these specific aspects of the suggestions that you can put into the **study planner** below: the date, the subject, three study goals, free hours for study.

STUDY PLANNER			
DATE		SCHEDULE	
WEEK	WEEK 8 OF THE SEMESTER	8 – 9 am	
SUBJECT		9 – 10 am	
DEADLINE	NEXT TEST IN WEEK 10	10 – 11 am	CLASS
STUDY GOAL 1		11 – 12 pm	CLASS
STUDY GOAL 2		12 – 1 pm	LUNCH BREAK
STUDY GOAL 3		1 – 3 pm	CLASS
		3 – 4 pm	
		4 – 5 pm	

Exit Ticket

Can you do these things?

<input type="checkbox"/>	I can express intentions and plans.
<input type="checkbox"/>	I can write examples to support a sentence.
<input type="checkbox"/>	I can understand plans for tomorrow or next week.
<input type="checkbox"/>	I can understand information about an assignment.
<input type="checkbox"/>	I can create a study plan.

My Top 5 Words from this lesson:

1	
2	
3	
4	
5	

Homework: Self-study

[90 minutes per week]



1. **GRAMMAR SUPPLEMENT:** The Future

2. **Extra practice:** The Future

Murphy, R. (2015). *Essential Grammar in Use. A self-study reference and practice book for elementary-level learners of English*. 4th ed. Cambridge University Press.
[pages 60 - 69]

Transcripts

FINAL LESSON TASK LISTENING – TRANSCRIPT

Advisor: ...OK, Lenny. We've been talking about creating a lesson planner for you. I'd like to see what we have. OK?

Lenny: Sure.

Advisor: Well...we're talking about next week. That's...May 10th...right?

Lenny: Yes, May 10th.

Advisor: ...and this is your Computer Science course. Right...OK, Computer Science. OK, you have to consider that there's a test in week 10. It's an important test, right?

Lenny: Yeah, it is. I'm nervous about it.

Advisor: Well, let's take this one step at a time. You can do this. Your first study goal should be to start preparing for the test. What do you think?

Lenny: Yeah, I need to start studying for the test.

Advisor: OK, so studying for the test is a big important goal. You mentioned that you also need to remember to do your weekly projects. The second study goal is “do weekly projects”. Don’t forget to do those projects.

Lenny: Yeah, I always forget.

Advisor: I know. It’s easy to forget, but with this planner you can remember to study for the test AND do the weekly projects. OK, let’s think about a third goal. Goal number 3.

Lenny: Like what?

Advisor: Just think a little...I’m sure you can think of something.

Lenny: There are some websites I need to visit. They have a lot of information I need.

Advisor: OK, so Goal 3 is to visit informative websites. Don’t forget about those websites. The professor recommended them, right?

Lenny: Yes, he recommended them. Yeah, I’m gonna visit those websites.

Advisor: Finally...I’m looking at your schedule. You’re busy during the middle of the day. You have the morning and the afternoon for study—to do your test preparation, project work, and website visits. What’s better for you? The morning or the afternoon?

Lenny: The afternoon. I study better in the afternoon.

Advisor: OK, I’m going to mark the afternoon as “study time”. Afternoon is for study. Great! I think we’re ready.