### Anexo_15 Plano de Aula_10ºA1

**Lesson Plan**

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Lesson number</th>
<th>Date</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Teenage World</td>
<td>65th and 66th</td>
<td>30th January, 2017</td>
<td>90’</td>
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</tbody>
</table>

**Summary**

Young people and the future. Reading comprehension. Grammar: Phrasal and Prepositional Verbs

<table>
<thead>
<tr>
<th>Aims</th>
<th>Procedures/Strategies</th>
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<tbody>
<tr>
<td>The T greets the Ss and writes the summary on the board, while attendance is taken.</td>
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<tr>
<td>- talk about last lesson’s topic - Teenagers’ self-esteem</td>
<td>The T starts the lesson by asking the Ss what was discussed last lesson and leads the way to the next subject – Young people and the future (slide 1), referring to some difficult choices Ss have to take when high school is over, engaging Ss in oral discussion about their future and saying: two years from now this will be you - going to University or getting a job</td>
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<td>- activate quick thinking and response</td>
<td>The T projects the title of slide 2 and asks: - What’s a Gap Year? Have you heard this expression before?</td>
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<td>- infer meaning from an image</td>
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<tr>
<td>- describe an image</td>
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<tr>
<td>Activity</td>
<td>Description</td>
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<td>-------------------------------------------------------------------------</td>
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<td>- define the concept and learn about the meaning of Gap Year</td>
<td>• The T tells Ss to write down individually their own definitions and then join their partners and discuss together and negotiate the meaning to come to a final definition about what a Gap Year is.</td>
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<td></td>
<td>• The T asks for volunteers to share their definitions with the whole class. Definitions will be written on the board and some corrections will be done if necessary. Only then does the T project Slide 3 with information about Gap Year – meaning, advantages/disadvantages and parents’ reaction.</td>
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<td></td>
<td>• The T explains that now she wants the Ss to interview three classmates and ask them about their own opinions about taking a Gap Year</td>
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<td></td>
<td>• When Ss finish interviewing each other, the T asks some of them to share the result of their interviews with the whole class and results will be shown on the board.</td>
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<tr>
<td>- Conduct interviews and express opinions about taking a Gap Year</td>
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<tr>
<td>- sum up some issues</td>
<td>• T and Ss come to the conclusion that there are different opinions among the interviewees about taking a Gap Year, as shown by the information on the board.</td>
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<tr>
<td>- do some reading comprehension</td>
<td>• The T hands out a small text to be read in class about a Gap Year life experience - <em>An African experience</em> - and students will be given 5’ to read it silently to accomplish the following comprehension task: (questions will be written on the board and Ss will answer them in their notebooks)</td>
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<tr>
<td></td>
<td>- How did Julie’s experience in Africa influence her self-confidence?</td>
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<td></td>
<td>- Do you think her Gap Year experience helped her in any way with her CV? Account for your answer according to the text.</td>
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</tbody>
</table>
| phrasal and prepositional verbs | • The T challenges the Ss to improve vocabulary by introducing a matching exercise to explain the underlined **phrasal/prepositional verbs** in the text. This will be corrected orally and followed by a worksheet about the differences between phrasal and prepositional verbs.  
• Some exercises will be done in class to practise this grammar content and sum up the grammar activity. | T↔Ss | Worksheet | 15’ |

**Oral and written assessment:** *(Students will be informed at the beginning of the class that an observation grid will be used for this purpose)*
- Direct observation of students’ performance in classroom activities
- Oral participation
- Written production

**Observations:** At the end of the class the teacher is expected to reflect on the chosen strategy and to draw some conclusions.
Anexo_16_Slides_1_2_3_4_5

Young people and the future

Why don’t you take a Gap Year?

What is a gap year?

- The idea of a Gap Year is simply taking a year off between finishing high school and starting university.
- Rather than going straight to university, students can take a year to do other activities.
- There are many reasons why a student may want to take a Gap Year.
- Parents may fear that a delay in education could be hazardous to a child’s future.
- There are also many reasons why taking a Gap Year can actually enhance a students’ prospects.

Reasons for taking a Gap Year

- Can give young people useful learning experiences.
- Can help them pick up new skills and determine future goals.
- Make them more independent.
- Can gain real-world experience.
- Employers and universities want to see evidence of initiative, maturity and commitment both in and outside formal education.
- There are plenty of gap year volunteer work options to choose from.

Disadvantages of taking a Gap Year

- Being away from the classroom can result in loss of focus and rusty study skills.
- Rather than reintroducing themselves into academic life, many students may choose not to go to university at all.
- Difficulty in reconnecting with high school friendships.
Anexo_17

Read the text attentively to learn about Julie’s gap year in Africa!

An African experience

Julie Taylor graduated from Hull University in 2010. She is now working as a manager in an international company. Julie tells us about her gap year.

During my gap year, I taught in a primary school in Kenya. I spent 4 months teaching children aged 8 - 18 in English, Art, Physical Education, and I coached the school's netball team. As well as working, I also travelled the country and even climbed Mount Kenya. The trip was one of the best experiences of my life. I’m very happy that I didn’t head off to university straight after school because I learnt a lot about myself in my year out. I was able to get by on very little money and to deal with problems without the support of my family and friends.

My trip to Africa also looks great on my CV. I worked to save up for the trip which showed my employer that I had good self-motivation and organisational skills, which are essential in any job. My interviewers were really interested in how I managed to teach classes of 88 children (with lots of enthusiasm and promises of netball after class!). Employers see that climbing to an altitude of 4,985m up Mount Kenya shows self-motivation, strength and determination. Not everybody can put that on their CV.

In British Council - LearnEnglish Teens

1. Now check your vocabulary by doing the following matching exercise!

1 - head off  A - survive; live
2 - get by  B - save money
3 - deal with  C - go
4 - save up  D - solve
Anexo_18 Phrasal and Prepositional Verbs in English

The English language has two types of verbs that are combinations of verbs and prepositions:

A - Phrasal Verbs
A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both. Their meaning is different from the meaning of the main verbs when they are alone.

- She has always looked down on me.
- Fighting broke out among a group of 40 men.
- I’ll see to the animals.
- Don’t put me off, I’m trying to concentrate.
- The report spelled out the need for more staff.

For instance, in the first example, the phrasal verb ‘to look down on someone’ doesn’t mean that you are looking down from a higher place at someone who is below you; it means that you think that you are better than someone.

In the second example, the phrasal verb ‘to break out’ doesn’t mean that something was damaged; it means that something happened sudden and unexpectedly.

In the 3rd example, the phrasal verb ‘to see to’ doesn’t mean that you are going to see the animals; it means that you are going to deal with some problem connected with the animals.

In the 4th example, the phrasal verb ‘to put off’ doesn’t mean that someone is putting something off; it means that someone is trying to distract you.

In the last example, the phrasal verb ‘to spell out’ doesn’t mean that someone is merely spelling a word; it means that someone is explaining it in detail.

Phrasal Verbs can be:

<table>
<thead>
<tr>
<th>Intransitive (they have no object):</th>
<th>Transitive (they can have an object):</th>
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<tbody>
<tr>
<td>We broke up two years ago.</td>
<td>The police were called to break up the fight.</td>
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<tr>
<td>They set off early to miss the traffic.</td>
<td>When the door is opened, it sets off an alarm.</td>
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</table>
B - Prepositional Verbs

A prepositional verb is a main verb that only has one word. Yet when they come with an object, they need a preposition to establish a certain relationship with it; that’s why prepositional verbs are always transitive verbs. Their meaning isn’t different from the meaning of the main verbs when they are alone.

- I just didn’t see them. I drove through the traffic lights when they were red.
- He wasn’t tall enough and couldn’t climb over the fence.
- He wants to apply for the job.
- He is not the kind of person who cares for others.
- Someone is knocking at the door.

Now, let’s practise!

I. Complete the sentences with the correct phrasal verb!
   (put off/do without/keep up/head off)

1. I just can’t _______ my mobile. I always keep it with me.
2. Your website has helped me a lot to _______ the good work.
3. You can take a gap year before you _______ to University.
4. This is a very demanding job. I can’t be _______ by anything at all.

II. Complete the sentences with the correct prepositional verb!
   (drive + through/depend + on/wait + for/worry + about)

1. It’s getting late. I can’t _______ him much longer.
2. Parents are always _______ their children.
3. I want to get a job, because I don’t want to _______ my parents.
4. Last night the ambulance _______ the stop sign.