**Lesson Plan for Basic 05**

**Teacher’s Name:** Jose Antonio Zegarra Raborg Date: March 13th 2009

**Course:** Basic 05 / Unit 2 – Activity 4-6

**Lesson objectives:** To ask and answer questions about how you feel and talk about actions happening now using the present continuous.

**Warm up:**

I start my class by asking the students about what we talked about during the last class or what they remember from the last class by asking questions using the language that was used. In order to start triggering their memory on what was done the day before, I have them ask each other some questions that were used in the activities of the previous class. For example, in this case I’ll start by either showing them pictures of people showing emotions (feelings such as embarrassed, happy, sad, etc.) and then I will ask questions (e.g. Is the man laughing? Is the woman happy?).

**Class development:**

I am going to write on small pieces of paper the words for various feelings and hand them to some students (volunteers) to act them out. I will then have the rest of students guess what feeling the student is expressing. I will ask questions in order to elicit information from them about expressions such as great, fine, ok, so-so, etc and ask them why, e.g. she is so-so because she is sad. Etc. then I’ll have them get in pairs and ask their partners how is he/she today? and why. After I’ll ask for volunteers to report to the class about their partners.

After I’ll have them open their books on page 16 and get a volunteer to read the instructions and another one to explain the class (see if he understood) what has to be done. I’ll play the recording once and get them in pairs and ask and answer taking turns explaining how Kathy is feeling. Then I’ll ask them the same question to check their answers. On part B I’ll have them practice the conversation in pairs and then change it asking their partners how they are feeling today. After get them to report to class about their partners. Then on part C I’ll go over the Useful expression Box, explaining the students the different expressions, acting out a little bit so that they can see when they should be used. Perhaps having students ask me "How’s it going?" Or "How’re you doing?”And I’d be using the expressions on the box, showing some emotion so that they can too as they practice the conversations on whichever Situation 1 or 2 they choose. Then have them write the conversation on a piece of paper and practice it, so they can role play the conversations.

Then ill have students look at the picture on page 17 part 5 and have them tell what they are doing. Asking them to give me complete sentences or ideas, so that I can see the level they are in when talking about actions that are happening at that instant, the target is to see if they use the present continuous or not, writing some examples on the board and checking with them to see if they think they are correct or not, and asking them how to correct the sentences. After that I’ll go on and explain them about the use of the present continuous how is used, the structure of its place in the sentence, etc. Then I’ll have somebody read the instructions for part A. Explain to them the task they have to do, which is to write sentences about the image they see on the picture asking them to write them using the present continuous in pairs. Then have the students write some examples on the board and then checking the sentences for the correct use of the present continuous with the class. After on part B I’ll ask them this time to write the questions for those pictures, as if they see a woman laughing, asking them why is she laughing, why are they sad? And coming up with their own opinions why they are like that. Then get them to report to the class.

Then on part 6 they will get to practice and see in action how they can do their ALP since it’s very similar. First I ask them to look at the picture and tell me what they see. Then I’ll ask them to tell me if they are sad happy, and what are they doing? Using the present continuous. After I’ll get them in pairs and have them ask the questions on part A to their partner. Then on part B I’ll ask them to get in pairs or groups of 3 and role play a conversation. Starting greeting each other and then continue with questions such as how’s it going? How are you doing? From the previous activities. Then have some volunteers perform it in front of class, this way will be a way to check what they’ve learned and get them to put it to use, as a way of wrapping up the class.

**Lesson Plan for Basic 05**

**Teacher’s Name:** Jose Antonio Zegarra Raborg Date: March 20th 2009

**Course:** Basic 05 / Unit 3 – Activity 5-6, Lesson B 1

**Lesson objectives:** To ask and answer questions about how you feel and talk about actions happening now using the present continuous.

**Warm up:** Time: 15’

I start my class by asking the students about what we talked about on the last class or what they remember. In order to start triggering their memory on what was done the day before, I have them get in pair and ask each other some questions such as what’s your favorite produce, seafood, supermarket, etc, writing the question on the board and the beginning of the answer so that they have an example of how to ask and answer. Then I’ll start asking them the same question but telling them to report on their partners what they told them. For example, in this case I’ll start by later asking them what his/her favorite fruits, vegetables, or produce, seafood, using the new language that was introduce to them in the previous class.

**Class development:** Time: 70’

Then again I’ll write on the board “what’s your favorite food?” what’s your favorite produce/drink/etc?” as they answer I will put the words in 2 columns, one for count nouns and the other for non count without telling them why, after a few examples I will ask them to get in pairs and ask their partners what do they have in common, besides that they are food products. Then I’ll start asking them what it is they think those words have in common, trying to elicit from them the “count” and “non count” words and main concept. After that I’ll ask them if you can write a/an or a number on those words, on which you can and on which you can’t. That way they will see that numbers or a/an are written in front of count nouns only. Also I’ll explain to them that non count nouns are **always** singular because we see them as a whole thing like water or cheese. Then I’ll ask them to form sentences with “There is (non count noun) on the table” and “There is (count noun) on the counter” making sure they put a/an or a number before the count noun. Then for the non count nouns, I’ll explain to them that when they want a certain quantity they have to use “helping words” that are called “measure words” and these words will make the items countable. Ex. A slice of bread, a cup of rice, 3 glasses of milk, etc. After I’ll have them open their books on page 29 have a volunteer read the instructions and ask another student “what do we have to do?” writing the question on the board as a prompt and the answer “we have to…” for the another student to say what they have to do, to check comprehension of the instructions. I’ll get them in pairs and work on activity A. After that I’ll go over the box on the right of the Activity B an read it out loud. Then I’ll ask for volunteers to check on their answers. After that I’ll have another student read the instructions for part B following the same routine on comprehension check. After finished I’ll have them compare their answers and then ask for volunteers to read the complete sentences. Then I’ll go over the chart with them giving them some more examples on the board explaining that you ask with “some” negative answers. Then you expect a positive answer and any when you expect a negative answer. Also that “some” is used in positive sentences and any is used in questions (positive or negative) and After that I’ll get them in pairs to come up with 2 or 3 examples different from the ones on the book. After that I’ll ask for a few volunteers to model it to the class. Then I’ll have them do activity C. once finished I’ll have them compare their answers with their partner, then ask for volunteers to answer. Then I’ll get them in pairs and have them practice the conversation for a few minutes.

After that I’ll ask them to close their books and tell me about “reality shows” I’ll give them some examples such as “survivor” or others. Then I’ll ask them if they were going to be alone I an island what are things do they need, I’ll have them get in pairs and tell their partner the things they need to take with them. After I’ll have some students volunteer to tell the class what they and their partner need if they were going to be in an island alone. After that I’ll have them open their books on page 30. Explain to them what they have to do, I’ll set the location for them explaining them that there are no computers, electricity, running water, etc, and have them circle 6 items they need to take with them and 4 more they want, that are not in the list. Then as a wrap up for that lesson, I’ll get them in groups of 4, and make a list og 6 items. Then write down why they need it. I’ll tell them to use the example on the book, “we need **some** bottled water because there is very little drinking water” or I’ll tell them “we need **2 bottles of** sunscreen to protect us from the sun” or “we need **5 pieces of** bread or more because we can’t make bread in the island” etc.

After that I’ll have them close their books and go back to their seats, and then I’ll start asking them about some of the items they mentioned, where can they buy them? Or where can they get them? Trying to elicit information about stores they go to, to start Lesson B Activity 1, I’ll write some of them on the board. Then I’ll ask them about Jockey plaza, if they have been there, what stores do you find there, names and what kind of stores they are, what do they sell. Then get them in pairs and ask each other “what is your favorite shopping mall, shopping center or store? Then I’ll have them open their books on page 31 and ask them to look at the picture and tell me what they see, what kind of stores and things do they sell. Then I’ll go over the recording on the new vocabulary, asking them if they have any questions or doubts about any of the new words. After that I’ll tell them to do activity A. then I’ll ask for volunteers and check their answers. Once finished I’ll ask a volunteer to read instructions for part B and check comprehension, then I’ll get them in pairs and do activity B. Then I’ll ask for volunteers to check their answers. Once finished I’ll ask them in pairs to tell me what other things you can buy at those kind of stores and make a list of it. I’ll be asking them after about the items having them tell the class. e.g. “a music store also sells dvd’s, music magazine, etc” or “a department store (Saga/Ripley) also sells furniture, clothes, etc”.