**Lesson Plan for Basic 05**

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

**Lesson objectives:** To talk about what they need and have using count and non count nouns with some and any.

**Warm up:** Time: 15’

I start my class by asking the students about what we talked about during 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 pairs and ask each other some questions, (e.g. what’s your favorite produce, seafood, supermarket, etcetera). I will write the question on the board and the beginning of the answer so that the students have an example of how to ask and answer. Then I’ll start asking them the same question but telling them to report on what their partners told them. For example, I will ask the students what their partners’ favorite fruits, vegetables, produce and seafood are using the new language that was introduce to them in the previous class.

**Class development:** Time: 70’

I will write on the board “what’s your favorite food?” “what’s your favorite produce/drink/etc?” As the students answer, I will put the words in 2 columns, one for countable nouns and the other for non countable 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 the fact that they are food products. Then I’ll start asking them what it is they think those words have in common, trying to educe from them the fact that certain English nouns only have one form and can not, under normal circumstances, be made plural. After that I’ll ask the students to write a/an or a number in front of various nouns. That way they will see that numbers or a/an are written in front of countable nouns only. Also I’ll explain to them that non countable nouns are **always** singular because we see them as a whole thing like water or cheese. Then I’ll ask them to form sentences in the following manner: “There is (non countable noun) on the table” and “There is (countable noun) on the counter.” I will make sure that the students 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, (e.g. A slice of bread, a cup of rice, 3 glasses of milk, etcetera). After that, I’ll have them open their books to page 29 and 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 the student’s 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 and 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 we have finished that, 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). After that I’ll get them in pairs to come up with 2 or 3 examples, different from those presented in 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 we are 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 the show “Survivor.” Then I’ll ask them if they were going to be alone on an island what things do they need. I’ll have them get into 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. I will explain to them what they have to do by describing the environment for them clarifying that they will be no computers, electricity, running water, etc. I will 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 of 6 items. Then write down why they need it. I’ll tell them to use the example from 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 on 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 draw out information from the students about stores they go to. To start Lesson B Activity 1, I’ll write some of sentences 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 and what do they sell. Then I will get the students into pairs and have them ask each other “what is your favorite shopping mall, shopping center or store? Then I’ll have them open their books to 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 to get into 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 have the students make a list of those items. I’ll be asking them after about the items and have the students explain their answers to 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.”