**Lesson Plan for Basic 05**

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**Course:** Basic 05 / Unit 3 –Lesson B 2, 3 and 4 Pages: 32, 33 and 34

**Lesson objectives:** To talk about flea markets and garage sales, using countable and non-countable nouns (e.g. a lot of, some, much, any or many).

**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 about things they need don’t need and why. (e.g. Do you need any tomatoes? Students will answer either: “Yes, I need some” or a number or “No, I don’t need any”). I will write the questions 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 need and don’t need using some or any, and what do they need. After that I’ll start asking them in what kind of stores you can get those items they need.

**Class development:** Time: 70’

I’ll write on the board the words “flea market” and have them talk to their partners with the book closed about what they think it means. After that I’ll start asking for volunteers to tell me what they think it means, and if they get it right ask them for an example of one here in Lima. Then I’ll go over both terms and explain to them what they mean and what can you normally find there (i.e. almost everything ☺). Then I’ll have them open their books to page 32 and look at the pictures on part 2 Listening, and tell me what they see, and what are people selling. Then I’ll have a volunteer read the instructions and then another student will the class what they have to do. I’ll play the recording once, then have the students compare their answers and then tell me which is the correct order. Once I have finished, I’ll tell them to listen again and check what they can buy at each market. Then I’ll ask volunteers to tell me what they can buy at those markets. After that I’ll have students get in pairs and ask each other the questions below, on the “Ask & Answer” section, and then I will have the students report to the class what his/her classmate told him/her.

Then I’ll write again the words “garage sale” on the board and tell them to get in pairs and figure out from the words what it means, and then I’ll ask students to give me their ideas of what a garage sale is. Then I’ll start to tell them about garage sales, and how common they are over in the U.S., and what things you can see and find, from my own experience. Then after that, I’ll have the students read the article on part 3 and then complete the sentences from what they understand or think it means. I’ll have them compare their answer and then ask for volunteers for the correct answers. Then I’ll play the recording so the students can hear the pronunciation of some of the new words in context. Then I’ll have them do part B in which they will try to figure out the words of the meanings presented on the book, after that I’ll have them compare their answers. Then I’ll ask for volunteers to give me their answers. Then I’ll go over some words that the students might not understand, explaining a little more the new words presented in the reading. Once finished I’ll ask them to get in pairs again and ask each other the questions below the activity, what do they do with their old things, and if they ever buy used clothes, furniture, etc.

Following that activity, I’ll ask them about the things they mentioned that they buy used or the old things they have in their house. Then I’ll write them on the board with the following pattern sentence: there’s … old furniture in Diana’s house, there are … magazines on Jessica’s room, etc. leaving a space in blank before the nouns and then asking them to tell me what if I want something a little more specific but without using numbers, that way I’ll try to elicit the words a lot of, some, from the students. Then I’ll write the negative form of those sentences, e.g. for “There’s … old furniture in Diana’s house,” I’ll write “There isn’t … old furniture in Diana’s house” and ask them to tell me what can they use if there is only two or three pieces of furniture, and what if there is none. I will see if the students come up with the correct words, if not I’ll give them a hint or write it on the board. The whole point of this activity is for the students to make a difference between the words a lot of, some, any, much and many and when they are used, so I’ll give them a few more examples so that they can see the differences among them. After that I’ll give some more examples for the students to complete, and see if they understand the differences. Then I’ll have them open their books on page 34 and have one of them read the instructions for part A and then another tells the class what they have to do (to check comprehension). Then I’ll ask them to look at the picture and tell me what’s there. And then the students will complete the sentences using the words in the box. Then they will compare their answers and ask for volunteers to tell their answers. Then I’ll have them complete part B, compare their answers and then ask for volunteers to tell their answers. Then after that I’ll write on the board a few more words that are common non count nouns such as love, food, help, mail, music, hair, work, money. Then I’ll ask them to get in pairs and pretend one of them is at a garage sale or flea market, and that the other is at home. I will ask them to imagine they are both talking on the cell phone, one is at home while the other one is at the flea market or garage sale answering what’s there. I’ll model it first with one student.

1. Hi Paul, where are you?
2. I’m at a …
3. Oh great, what do you see for sale?
4. I see a lot of things, furniture, books, clothes.
5. Is there a lot of….? Or are there many….?
6. Yes there are a lot of… or there are some
7. Ok, talk to you later.

I’ll write that on the board as a prompt for the students to model it using their own examples, the idea is for them to use the words some/any; much/many and a lot of correctly. Then I’ll have some of them, if time permits, perform their conversations.