**Lesson Plan for Basic 07**

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

**Course:** Basic 07 / Unit 9 –Lesson A 1, 2, 3 and 4 Pages: 122,123 and 124

**Lesson objectives:** To talk about memories using new vocabulary and simple past.

**Warm up:** Time: 10’

I will start the class by asking the students if they have a good or bad memory, then I will ask them to tell me what we talked about last week (unit 8) with their books closed. Then I will tell them to open their books to page 122, and look at the picture for 30 seconds. After that I will tell the students to close their books and tell me what they remember seeing in the picture. After that I will tell them to open their books to the same page and look at the picture again and see if they were correct in their descriptions of what they has seen there. Some people remember things better than others. I will tell the students that if they remember most of the things they saw in the picture then they have a good memory.

**Class development:** Time: 70’

I will write on the board “what are memories?” and tell the students to get in pairs and ask each other that question. After a minute I’ll ask for volunteers to share with the class their answers, giving some examples if possible. After that I will write on the board “what childhood memories do you remember?” telling the students to get in pairs and ask each other that question. I will model it by telling them a childhood memory I have. Then I will ask for volunteers to share with the class their childhood memories. I tell the students that certain objects often trigger a memory from the past. For example, a childhood toy often triggers a memory from a person’s childhood. I will use this example to explain the word “remind.” Then I will write on the board “what song reminds you of your first kiss?” or “your first boyfriend / girlfriend?” and then I will have the students the students get in pairs and ask each other that question, asking again for volunteers after to share their answers with the class. Then I will ask the students to open their books to page 122 and tell them to look at the picture again. Subsequently, I will ask them to tell me what they see in there. I will then explain to the students what a college or high school reunion is (that it is similar to their ALP) and then I will play the recording for activity A, having the students repeat after each word. After that, I will ask for a volunteer to read the instructions on part B, asking another classmate what they have to do in order to check the student’s comprehension of the instructions. Then I will have students complete the sentences with the words in blue. Afterwards, I will ask students to compare their answers and then ask for volunteers to share their answers. After that, I will ask the students to get in pairs and have them ask each other the questions on the “Ask & Answer” section at the bottom of the page, and then have some students report on their partners’ answers. Once finished, I will write on the board “how do you learn new vocabulary?” and tell them to ask each other in pairs, getting some volunteers to share with the class their methods. Then I’ll ask the students to look at activity 2 on page 123, part A. Subsequently, I will tell the students to listen to the conversation and complete the sentences by circling the correct word. I will ask for a volunteer afterwards to repeat the directions to the class in their own language in order to check comprehension of the instructions. I will play the recording and once finished I will ask the students to compare their answers and then I will ask them for the answer. Then I will ask the students to listen again to the conversation and check the things Manolo does when he studies. Then I will ask the students if they do any of those things to remember new vocabulary and which ones work best for them.

Then I will write on the board “what did you do last week?” I will tell them to get in pairs and ask each other that question, and then I will ask for volunteers to tell the class their actions. I will write on the board the regular verbs of the examples students give putting them by groups, /t/ /d/ and /id/ end sound. Then I will write a few more examples (different from the book) and pronounce them to the students having them repeat after me. I will explain to them that when a verb ends on t or d the ending sounds like /id/. Then I will explain to them that the end of a verb sounds like a /t/ when it ends on a voiceless consonant (p, t, k, s, sh, ch and th - as an thing) and sounds like a /d/ when it’s a voiced consonant ( b, d, z, j, x, th - as in then, and y). I will tell them an easy way to remember is to put two fingers on their throat and if they feel a vibration then it is a voiced consonant. Then I’ll go over the chart in the book, playing the recording twice and having the students repeat after. Once finished, I’ll ask for a volunteer to read instructions and another one to tell the class what they have to do. I will play the recording twice so they can check again their choices. After that I will have the students compare their answers and then I will ask for volunteers to tell the answers.

After that I will write on the board “do you usually forget things?” I will have the students get into pairs and ask each other that question. Then I will ask for volunteers to tell the class what they usually forget. Then I will ask the students if they went to a concert this year or last year, and if they did, I will ask them if they always remember to bring the tickets or if there has been a time they forgot. After that I will write on the board “what are Mia and Justin looking for?” and “where are they?” and tell them to listen to the conversation and write their answers. Once we are finished with the conversation, I will ask the students to compare their answers and then ask for volunteers to share their answers for those two questions. Then I will have the students open their books to page 124 Activity 4A. I will play the recording one more time for them to listen and read it at the same time. Then I will have them practice the conversation in pairs, reminding them to look up to each other when talking and not to the book. I will have a few students role play the conversation. Then I will explain to them the expressions on the table: “expressing degrees of certainty.” I will show them that some of the mean 100% some indicate maybe 75% and some only 25% or less than that. I will have some students read the expressions on the table, and then I will ask a couple of questions to the class and ask for volunteers to answer using those expressions. Then I will have two students model my example by asking each other a question using the expressions on the box as an answer. Then I will ask the students to take turns asking and answering the questions on part C in pairs, using the useful expressions in the box. I will model the first one to them. Once finished with the exercise I will ask them to create a similar conversation to the one in part A using the expressions in the box. After that, students will practice it to role play in front of the class.