**Lesson Plan for Basic 07**

**Teacher’s Name:** Jose Antonio Zegarra Raborg Date: May 12th, 2009

**Course:** Basic 07 / Unit 8 –Lesson A 4, 5 and 6 Pages: 112,113 and 114

**Lesson objectives:** To talk about people you admire using the simple past.

**Warm up:** Time: 15’

I will start the class by checking what the students remember about the last class. I will ask them about the conversation on page 112 part A and ask the students if they remember who Maggie wrote about and also about what movie Yu Shu Lien was in. I will ask a few questions to the students using the simple past tense to start activating their knowledge of it. After that I will be asking the students if they liked the movie or not and why.

**Class development:** Time: 70’

I will ask the students to open their books to page 112 and I will ask for a couple of volunteers to read the useful expressions. Subsequently, I will explain to the students that *to agree* means that you think the same way whereas *to disagree* signifies the opposite. I will give the students a few examples for practice, (e.g. *I think Mr. Garcia is a good president, do you agree or disagree?;* *I think Fujimori is innocent, do you agree or disagree?*). I will tell the students that a person can agree or disagree with an opinion. The way to express this in English is to say “I agree” or “I disagree.” I will point out that “I’m agree” is incorrect, as I have seen many students mistakenly writing that. I will write on the board “Who is your favorite movie hero? Why?” and tell the students to get into pairs and ask each other those questions. I will instruct the students to subsequently have their partners agree or disagree with their statements. After that I will ask them to think of three movies they like and have the students talk about them with their partners. Their partners will have to agree and disagree with their opinions. Following that, I will ask for some volunteers to express their opinions on certain movies and have the students agree or disagree, while explaining their reasons for why they agree or disagree.

Then I will ask the students to close their books. I will write a few sentences on the board in the simple present tense, using the verb *to be*. After that, I will ask the students whether the sentences are in the present, past or future. I will ask the students how to change the present tense into the past. For example, in the sentence “*I am in Lima today”* what needs to be changed in order to express the action of being in Lima in the past (e.g. yesterday). I will attempt to elicit the information from the students in this manner so that those have very little previous knowledge about the past tense will understand what has to be done. I will repeat this exercise with a few more example sentences. Afterwards, I will tell the students to open their books to page 113 and I will ask for a few volunteers to read the sentences. Then I will ask for a volunteer to read the instructions for activity B and subsequently have them ask another student to repeat the instructions in their own words. Then I will give the students time to complete the activity and instruct them to practice reading the conversation after they are finished completing it. After that I will have a couple volunteers to read the conversation, as a way to check for mistakes. I will make sure to remind the student to speak out loudly so that their classmates may hear them clearly. Then I’ll go over the chart on part C and explain the differences to the students. I will write some more examples on the board. I will make sure that the students understand the need to invert the subject and verb of a sentence when formulating a question. After that I will ask a student to read the instructions and ask another one to explain to the class what the instructions are in his own words. I will be circulating and observing the students to make sure they are doing their task correctly. Then after I have finished, I will tell the students to compare their answers and then have some students come up to the board to write the questions. After that, I will check them and I will tell the students to get into pairs and do activity D, using the questions on part C. I will be circulating again to make sure that students use complete sentences and ask the correct questions, paying particular attention to the form they use of the verb *to be*. I will write a few more exercises on the board for the students to practice their question formulation skills. For example, I will write the answers to some questions and then have the students work in pairs to guess what the appropriate question would be for each of the answers. Then I will have some students come up to the board and write their questions. I will check the questions along with the students. I will then ask the students if the questions are correct or incorrect, for each of the answers I gave them, as a way for them to correct themselves. This is usually very helpful as it brings out some common mistakes students tend to make when making questions in the past tense.

Once that is finished, I will have the students work on activity 6, on page 114. I will use this activity as a wrap up for the lesson since it has question formulation exercises using the simple past. I will explain part A to the students, telling them to look at the answers the book gives and to subsequently write the questions. After they are finished I will have the students compare their answers and then ask for some volunteers to come up to the board and write them. Then I will ask various students if they can guess who this person was. Then I will tell the students to get into groups of three or four. I will explain the activity in part C to them, by modeling it first myself. First I will tell them I am thinking of a famous person, and then I will tell the students to start asking questions to get information about this person using the simple past. Then after some I have answered some questions, I will ask the students to guess if they know who I am talking about. If the students need more practice, I will have one student model it and the rest of the students ask questions. After that, I will ask the students to start working in groups doing the same activity. I will be circulating around the room to make sure the students are using the appropriate forms of the past tense and the proper word order for their questions. After that, I will ask the students to choose a person that was difficult to guess from their groups. I will then have some students come up to the front of the classroom and have their classmates ask them questions in order to find out who the person they are thinking about is.