**Lesson Plan for Basic 07**

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**Course:** Basic 07 / Unit 8 –Lesson B 1, 2, 3 and 4 Pages: 115,116, 117 and 118

**Lesson objectives:** To talk about modern day heroes and their work using the simple past.

**Warm up:** Time: 15’

I will start the class by asking the students about some heroes or people they admire from the past. I will elicit a few examples from them and ask them to explain the reasons for their choice. Then I will write on the board “Who do you think is a modern day hero?” and “Why?” and tell the students to get into pairs and ask each other those questions. After a minute or two I will ask for volunteers to share their choices with the class.

**Class development:** Time: 70’

I will ask the students for some examples of a modern hero. I will also ask them to tell me what they think qualifies someone to be considered a hero today. I will tell the students to get into pairs so that they can discuss their answers for a few minutes. Then I will ask for some volunteers to share with the class what they think are some of the qualifications a person needs in order to be a modern day hero. I will use this as a way to elicit some vocabulary from the students on the topic and also to introduce (pre-teach) the new vocabulary that will be presented in the lesson. Then I will ask the students to open their books to page 115 and I will ask the students to look at the pictures of the people on part A and see if they recognize any of them. Then I will ask for volunteers to read the information for each of those people. Then I will play the recording so that the students may hear the pronunciation of the new words. After that I will ask for a volunteer to read the instructions for activity B and subsequently I will 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 once they have finished I will ask the students to compare their answers. Afterwards, I will ask for volunteers to share their answers with the class. Once that is finished, I will tell the students to get into pairs and ask each other the questions on the *Ask & Answer* section. After that, I will ask for a few volunteers to express their opinions.

Then I will ask the students what animal heroes they know of, either from real life or from movies. I will elicit some examples from them through questioning and then I will tell the students to turn to page 116. I will tell the students to look at the picture on Activity 2, and tell me to describe what they see in it. I will ask them “what do you think the conversation is about?”, then I will ask for a volunteer to read the instructions for activity B and subsequently have him/her ask another student to repeat the instructions in their own words. Then I will play the recording. Once that is finished, I will tell the students to compare their answers, and then I will ask for a volunteer to read his answers. After that I will tell the students to listen to the conversation again and circle the correct answer. After the recording is finished I will tell the students to compare their answers with their partners. I will remind the students to use appropriate “classroom language” when speaking, e.g. What do you have for number…? After that I will ask for volunteers to share their answers.

After that I will ask the students to close their books and I will write on the board “Who do you think it’s an activist in Peru?” and “Why?” If most of the students don’t know of any activist in Peru, I will tell them to think of one from another country. Then I will tell the students to get into pairs and to ask each other that question, making sure to remind them to give their reasoning for their beliefs. Then I will ask for volunteers to tell the class to give examples of people they consider to be activists. Students will provide the reasons for why they considered their examples to be activists. They will also let the class know if they consider their example to be a hero also. Furthermore, I will ask other students if they agree or disagree with their classmates’ choices and reasoning. After that I will ask the students about the countries of Kosovo, Afghanistan and Chechnya. I will ask the students to tell me what they know about those places, (e.g. where they are located, what language do they speak, etcetera). I will attempt to elicit as much information from them as I can. Then I will tell the students to open their books to page 116. I will ask for a volunteer to read the instructions for activity B and subsequently have him/her ask another student to repeat the instructions in their own words. Then I will play the recording once and when it’s finished I will have the students compare their answers. I will have volunteers read the sentences in the correct order. Then I will tell the students to read the article again and to determine whether the statement is true or false. Once that is finished, I will tell the students to compare their answers and then I will ask for volunteers to read their answers. Once that is finished, I will ask the students their opinions about Hector Sierra and whether they think he is a hero or an activist. Then I will use the article “Making a Difference” to explain to the students the differences between the simple present tense and the simple past tense. I will ask the students to skim the article paragraph by paragraph and tell me whether they use the present tense or in the past. In some paragraphs the present tense is used in some others the past tense is used. I will ask the students to tell me what the differences in the verbs are between the verbs in the present and in the past tense, I will write them on the board so the students start seeing the differences among them. Then I will ask the students to tell me what they think it’s the rule, I think this way it’s better so they can discover it themselves. After that I will explain to the students that –ed is added at the end of all **regular verbs**, but I will also tell them that there are irregular verbs for which the rule doesn’t apply. Then I will write some more examples on the board asking students about actions they do everyday, e.g. study, work, walk, then I will ask them to change them into the past tense by adding –ed. Then I will tell them that when they are in a negative context “didn’t” is added between the pronoun and the verb, and that the verb stays in its base form. Then I will have students turn to page 118 and go over the chart with them, having some students read the examples. Then in pairs I will tell the students to complete the sentences in part B below the chart following the rule. Then I will ask for volunteers to read the sentences correcting if there is a mistake, so the mistake is highlighted. I will write a few more common regular verbs for the students to use in the next activity. As a wrap up I will tell the students to get in pairs and talk about a person they admire, a personal hero using the simple past tense of the verb *to be* and regular verbs.