**Lesson Plan for Basic 07**

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**Course:** Basic 07 / Unit 9 –Lesson A 4, 5, 6 Pages: 124,125 and 126

**Lesson objectives:** To talk about early memories using regular and irregular verbs in the simple past.

**Warm up:** Time: 10’

I will start the class by testing their memory, asking the students some questions to remind them about the new vocabulary from the previous class. Then I will ask the students questions about the conversation activity on the previous class such as “do you remember what are Mia and Justin looking for?” and “where are they?”

**Class development:** Time: 70’

Then I will have the students open their books to page 124 Activity 4A. I will play the recording again 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. Then I will tell the class we are going to do a memory game. I will ask them to get together with a partner and then to turn to page 122 and look at the picture for 10 seconds, after the 10 seconds have passed, I will ask them to turn back to page 124, and ask each other the questions, using the useful expressions in their answers. Once finished I will ask for some volunteers to ask and answer the questions, comparing with the class and then checking with the picture on page 122.

After that I will ask the students to tell me what regular verbs they know, writing some examples on the board. Then I will ask them to tell me what the rule is to make a verb into the past tense. After that I will ask them to give me a couple sentences in the past, writing them on the board. Then I will ask them to look at the conversation on page 124, and tell me what verbs they see in the last sentence. Then I will ask the students to tell me, from the context if there are in the present tense or the past tense. After that I will ask them if they are regular or irregular, and why. Then I will write a couple sentences using those verbs in the past tense and I will ask the students to tell me other irregular verbs they know, giving me a sentence with them, then I will write them on the board and I will ask the students to look at them with their partner and see if they can see what the rule is for irregular verbs. Then I will elicit some answers from the students to see if they notice that there is no rule for those verbs. After a few, I will tell them that the rule for irregular verbs is that there is no rule, they just need to memorize. Then I will go over the examples on the book with them. After that I will ask the students to complete with the past tense form of the verbs. Then I will ask for volunteers to tell their answers to the class, writing on the board the ones that are not in their irregular verb sheet. Then I will ask for a volunteer to read the instructions for activity C and subsequently have him/her ask another student to repeat the instructions in their own words, making sure to tell the students that some verbs may be regular verbs, once they have finished I will ask the students to compare their answers and then ask for volunteers to share their answers. I will make sure they pronounce their answers clearly so the rest of the class can hear and understand too. Then I will ask for a volunteer to read the instructions for activity D and subsequently have him/her ask another student to repeat the instructions in their own words. I will circulate around the classroom to make sure the students are using the correct forms and tenses of the verbs. After that I will ask the students to close their books. I will write on the board “what are your best childhood memories?” and then I will tell the students to get in pairs and ask each other, modeling it for them and writing a prompt on the board. I will ask for some volunteers to share their memories with the class. Then I will tell them to open their books to page 126, then to complete the char with memories from their childhood. For example I will tell them when they were children what memory do they have from their house, parents, brothers, etcetera. After 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. I will tell them to use the example on the book as a prompt, or maybe they can write down their ideas and then tell each other about their childhood memories. Then I will ask them to compare their memories, to see if there are similar or very different, and then to tell their partner what is their favorite memory. Once finished I will ask for volunteers to report about their partners favorite memories. I think that activity is a good wrap-up activity since they will use simple past of regular and irregular verbs.