**Lesson Plan for Basic 07**

**Teacher’s Name:** Jose Antonio Zegarra Raborg Date: June 10th, 2009

**Course:** Basic 08 / Unit 8 –Lesson B 1, 2, 3 and 4 Pages: 160,161 and 162

**Lesson objectives:** To talk about skills and talents using can and could.

**Warm up:** Time: 15’

I will start the class by asking the students what they remember from the last class. I will elicit from the students some of the new words that were introduced in the previous class and their meaning. Then I will ask the students about what they remember from the conversation between Tyler and Ayumi played in the previous class.

**Class development:** Time: 70’

After that I will tell the students to open their books and we will go over the *useful expressions* for offering and accepting compliments with the students. Then I will tell the students to get in pairs and create conversations based on the situations presented in the exercise. I will model one of the situations with them showing them how to do it, but before they start I will ask them what they have to do, to make sure they are on the same track and are aware of what they have to do. Once they are finished with the exercise, I will ask for volunteers to role-play the conversation, I always make sure to remind the students to try to make the conversation sound as real as possible and not just sound like a machine with no emotions. After that I will write on the board “what special talent do you have?” I will instruct the students to ask each other and then use one of the useful expressions complimenting their partner for his/her talent. Then I will ask for volunteers to share it with the class.

I will use some of the talents the students have as examples for the next activity. I will write some of the board using “can”, and then I will ask the students to think about a skill or talent they had when they were kids. Again I will use their answers as examples writing them on the board using could. Then I will ask them to look at the examples and tell me when is “can” and could” used. I will go over the chart with them, explaining when to use the questions presented in it. 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. Once that is finished, I will tell the students to compare their answers, and then I will ask for volunteers to read their answers. After that I will read the instructions of activity C to the students, modeling a couple of them letting the students know that they have to ask and answer according to the examples on the chart above. I will tell them that for this activity they have to stand up and ask around the classroom to other classmates, not their neighbors. Then after finished I will have some volunteers share their answers by reporting on what their classmates said. Once finished I will ask the students to get in pairs and ask each other the questions in the *Ask and Answer* section, asking for some volunteers to share their experiences with the class after they are finished.

Once finished I will ask the students if they know what a talent show is, asking for some examples they may know. Then I will tell the students to open their books to page 162, I will have a student read about Talent Search. Then I will ask the students what talent shows do they know from local TV or cable that are similar to that one. Then I will tell the students to get in pairs and tell their partners about one of them, perhaps their favorite one and to describe what it is about and what do people do in it. 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. I will have them complete the chart, and once they are finished I will tell them to get in pairs and ask each other questions to complete the form, writing down their answers as if they were interviewing them. Then I will tell the students to get in groups of 5, one of them will be the host, introducing their partners and asking questions about their talents having the participants explain their talents. Then once finished I will have them choose one student to report to the class on the most interesting talent they heard from their group.