**Lesson Plan for Basic 08**

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**Course:** Basic 08 / Unit 12 –Lesson A1, 2, 3 and 4 Pages: 170,171 and 172

**Lesson objectives:** To talk about movies using new vocabulary.

**Warm up:** Time: 15’

I will start the class by writing on the board “what is your favorite movie?” I will have the students get into pairs and ask each other the same question. I will do this to activate their vocabulary on the subject. I will instruct the students to ask follow-up questions. After that I will ask for volunteers to share their discussions with the class.

**Class development:** Time: 70’

I will show the students some movie posters and stills, and I will ask them to describe those movies (e.g. Are they funny or sad? Is there is a lot of action or not?). I will have the students use different adjectives to describe the movies as I inform them what genre each of them belongs to. 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 unit. Then I will ask the students to open their books to page 170 and I will ask the students to look at the pictures of the movies on part A. I will ask them to look at the picture and see if they recognize or have seen any of the movies depicted. Then I will play a 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 A and subsequently I will have him/her 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. Then I will ask the students to get into pairs and give one or two more examples for each genre. Subsequently, I will ask some of the students to share their answers with the class.

Afterwards, I will ask the students where they usually get their movies, (e.g. Do they buy them on DVD or do they prefer to rent instead?). Then I will move on to the next activity on page 171. I will have a student read the instructions and then ask the class what they have to do. After that I will play the recording and, once that is finished, I will have the students arrange the movie titles in the ordered in which they were mentioned. Then I will tell them to listen again and circle the correct word. After that I will have the students compare their answers and I will ask for volunteers to share their answers. Then I will have students get into pairs and have them ask each other the questions on the *Ask & Answer* section. Then I will have some of them share the answers of their classmates with the class.

Once that is finished, I will ask the students if they remember about intonation when asking a *wh*- question, whether the tone rises or falls. I will write a couple questions of choice on the board. I will ask them to look at them and tell me what they can tell me about them. I will try to see if the students notice that it is a question of choice. After that, I will tell the students about the intonation change towards the end of the sentence. Then I will ask the students to open their books to page 171 and I will play the recording for them twice, having them repeat the second time. Then I will ask for a volunteer to read the instructions for activity B and subsequently I will have him/her ask another student to repeat the instructions in their own words. Then I will play the recording and once it is finished I will ask the students to compare their answers. Afterwards, I will ask for volunteers to share their answers with the class. I will ask the students to write two questions of choice and then get into pairs and ask their partners the questions while practicing the proper intonation.

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 share their answers. I will change the question “What’s your favorite movie?” to “What was the last movie you saw?” since I already used the former as a leading question.

After that I will write on the board the following questions: “Do you talk on the phone a lot? When do you talk on the phone?” I will tell them to get into pairs and ask each other about the questions. Then I will ask for some volunteers to report on their classmates’ answers. Then I will ask the students if they ever talk in English on the phone, and also what happens when the person they are calling is not available. I will use this to trigger their knowledge on the subject and see how much *phone language* they know. Subsequently I will write the following two questions on the board: “Who is Silvio calling? Why is he calling?” I will tell the students that they are going to listen to a telephone conversation and to try to answer those two questions based on what they hear in the conversation. I will play the recording and then have the students answer those two questions. Then I will have the students open their books to page 172 and I will play the conversation one more time for them to read and repeat after. Once that is finished I will ask the student to get into pairs and practice the conversation with a partner. Then I will ask for a few volunteers to do the conversation always reminding them to try to make it as real as possible. After that I will instruct the students to complete the chart on part C. Once that is finished I will go over the *Useful Expressions* for telephoning with the students. Then I will tell the students to get into pairs and create conversations based on the situation 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 will remind the students to try to make the conversation sound as real as possible.