**Lesson objectives:** To talk about movies using new vocabulary. And to talk about plans for the near future using the present continuous.

**Warm up:** Time: 15’

I will start the class by writing on the board “what are you doing this weekend?” I will have the students get into pairs and ask each other the same question. I will do this to activate what they learnt the previous class. I will instruct the students to ask follow-up questions. After that I will ask for volunteers to share their plans with the class.

**Class development:** Time: 70’

I will show the students some movie posters and stills of old movies that have a modern remade version, and I will ask them if they know what the movies are about. I will have the students use different adjectives learnt in the previous lesson to describe the movies. 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. This will also help me get the students acquainted with comparing movies by discussing similarities and differences between the original and the remake version of a movie. Then I will ask the students to open their books to page 175 and I will ask the students to look at the pictures of the two movies on part A. I will ask them to look at the picture and see if they recognize or have seen any of those two 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 B 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 what movie awards they know about here in Peru or internationally. Then I will move on to the next activity on page 176. I will ask the students to look at the picture and tell me what award that statue represents. Then I will have a student read the instructions and then ask another student what he/she has to do. After that I will play the recording and, once that is finished, I will elicit the answers from the students. Then I will tell them to listen again and circle true or false. 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 how do they usually find out about new movies playing in the theaters, (e.g. do they read about them or hear about them from friends or TV?). Then I will ask the students to open their books to page 176 and I will ask the students what a movie review is. Then I will ask them to ask each other the questions in the box and once they are finished with that I will have a couple of students report on what their partners said. After that I will ask the students to look quickly at the article on page 177 and complete the chart with the information they see in there. I will remind the students that the purpose of this exercise is not to look for specific details, but to look for the general topic or idea presented in the article. After that I will have the students compare their answers and I will ask for volunteers to share their answers. Then I will play the recording for them telling them to follow the reading silently. Then I will ask for a volunteer to read the instructions for activity C and subsequently I will have him/her ask another student to repeat the instructions in their own words. 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 share their opinions about the topic. In my opinion I think the *Ask & Answer* section will serve well for the purpose of wrapping up the lesson for “movie remakes”

After that I will ask the students what tenses they learned in Basic 7 and what were their functions and forms. Then I will focus on the present continuous (i.e. “to be + going to”) which is used for the future of events which have previously been planned or arranged. I will ask the students about the tense of *to be + going* and whether it is simple present or present continuous. Then I will write a few sentences on the board using the present continuous expressing something planned for the future and some expressing an action happening right now. Then I will ask the students to analyze them in pairs and tell each other what differences they see among them. After that I will ask the students for their opinions on the differences they noticed in the sentences. Then I will ask the students to tell me which actions are happening now and which are plans for the future. After I will have the students open their books to page 178 and I will ask them to get in pairs and look how the present continuous is used. Then I will tell them to answer the questions with a partner. After that I will ask the students for the answers, explaining to them that the present continuous is used for the future when talking about plans that were already made in the past or that were agreed to among the people taking part in it. Then I will have a student read the instructions for part B and then ask another student what he/she has to do. I will then attempt to elicit the answers from the students. After that as a wrap up, I will have the students get into pairs and work on activity C. I will tell them to make sentences using the present continuous based on Hal’s schedule. After that I will have them both report using complete sentences about his plans for the week.