**Lesson Plan for Basic 08**

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**Course:** Basic 08 / Unit 12 –Lesson B 4, 5 and 6 Pages: 177,178 and 179

**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 Saturday night?” I will have the students get into pairs and ask each other the same question. I will do this to activate what they have learnt from 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 tell the students to write down a short schedule with time and activities they do during the week. Then I will ask them to get into pairs and tell each other about their plans and activities for the week using the present continuous. I will remind the students that the present continuous is used only for plans that have been made in the past or an activity in which more than one person is aware of the event.

Then I will ask the students to open their books to page 179 and I will ask the students to read the small writing on part A. Subsequently I will tell students to think about their favorite movie. I will instruct them to tell their partners as much as they can remember about the movie and to tell them why it is their favorite. I will use this technique as a way for the students to brainstorm before they write. Then I will have the students close their books and will hand them a piece of paper. I will tell the students to draw a *spider chart* on the top half of the paper and then write the title of the movie in the middle bubble of the chart. Then I will ask the student to take one or two minutes to write down all the main ideas or details about the movie. Once they are finished, I will tell the students to begin writing a minimum of nine sentences about their favorite movie. I will instruct them to use new vocabulary which they have learnt in this lesson and to use a *when* and *because* clause. I will give the students ten minutes to finish their writing. I’ve used this method before and it usually gives good results because the students already have the ideas or details on their pages and they only need to put their ideas together into sentences. Once time is up, I will have the students exchange their papers. I will then give them a couple minutes to read their partners’ papers and then have them report to the class about their partner’s choices. If time allows I will have a small discussion in the class for them to express their opinions on the movies that are being mentioned in the reports.

Afterwards, I will ask the students if they ever wanted to make a movie, or if they ever thought about the idea of making one. I will tell them to get into pairs and tell their partner about it. What would the movie would be about? Would it be a remake or an original movie? Once that is finished, I will tell the students to open their books to page 179 and to look at activity 6. Then I will tell the students to get into pairs and to imagine that they both are going to create a movie for a large movie studio. This time they will have to choose an old or already released movie and make a remake of it. I will tell them to discuss it and then to complete the chart on the book. Once they are finished I will instruct them to get into groups of four and tell the other pair of students what their movie is going to be about. Once they are finished I will ask two students in each group to report or summarize what the movie they planned on making will be about. Then I will ask the whole class which movie remake they think will be the most popular, and why.

After that I will continue with the activities from the *Unit Consolidation* for unit 9. On activity 2 of the *Unit Consolidation* I will have the students come up to the board in order to write their answers. This will be a way for the students to check their answers. While the volunteers are correcting their own mistakes the other students will correct their own based on those of the volunteers.