**Lesson Plan for Basic 09**

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**Course:** Basic 09 / Unit 3 –Lesson A 1, 2, 3 and 4 Pages: 26, 27 and 28

**Lesson objectives:** To talk about mysteries, policemen and thieves using new vocabulary.

**Warm up:** Time: 15’

I will start the class by writing the following questions on the board: “What is your favorite detective show? Why?” 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 ask the students to tell me the names of some of the famous police shows on television. I will also ask them to describe what kind of things happen in those shows. 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. Furthermore, I will show the students some print-outs of stills or pictures of typical scenes which occur before, during and after a crime has been committed. Examining these scenes will help the students learn the new vocabulary presented in the unit, along with some of the vocabulary in the word bank located in the teacher’s edition. Then I will ask the students to open their books to page 170 and I will play a recording so that the students may hear the pronunciation of the new words. Then I will tell the students to get into pairs and to match the verbs with the nouns creating eight different expressions, reminding the students that some nouns may be used more than once. After that I will ask for volunteers to share their answers with the class. Then 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. Once the students have finished, I will ask them to compare their answers and then I will ask for volunteers to share their answers with the class. Then I will ask the students to write two sentences for each picture using the expressions presented in activity A. I will furnish the students with two examples, in order that they may know what tense to use and how to write their sentences. Once the students have finished, I will ask for volunteers to share their answers with the class.

Afterwards, I will ask the students what famous detectives (fictitious or real) they know about. Then I will ask them to look at the picture on page 27, and ask them if they can guess who it is, where he is from and why he is famous. After that, I will ask for a volunteer to recite 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 tell the students to take a minute to read the questions and possible answers before I play the recording. Subsequently, I will play the recording. Once it is finished I will ask the students to compare their answers and then I will ask for volunteers to share their answers with the class. After that I will play it once more and I will instruct the students to pay attention to the details. Then once it is finished I will tell the students to get into pairs. I will instruct the students to take turns telling their partners what they remember about the recording. Then I will ask for a couple of volunteers to tell the class what the recording was about.

Then I will write three sentences in the simple present on the board. I will use verbs that have the three different pronunciations for the *s* at the end of the verb in third person. Then I will ask the students to look at them and pronounce the sentences paying close attention to the *s* at the end of the verbs. I will ask them whether or not they notice any difference in them. The most likely answer will be no, so I will pronounce the verbs for the students to listen to. I will take care to emphasize the sound of the *s*, and then I will ask the students if they heard a difference or not. Then I will tell the students that there are three different pronunciations for the *s* in the third person singular in the simple present. Then 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 ask the students to compare their answers. After that, I will play the recording for them to check their answers and once it is finished I will ask the students to compare their answers again and then I will ask for volunteers to share their answers with the class. Once that is finished, I will instruct the students to get into pairs and to take turns with their partners in practicing the proper pronunciation of each sentence. Then I will ask for some volunteers to pronounce the sentences out loud.

After that I will ask the students to close their books and I will enlarge the picture of the speaking activity on the computer screen and ask the students to tell me what they see. Then I will write on the board: “Which passage do you think the criminal used to enter the room?”After that I will tell the students that they are going to listen to a conversation between Detective Stye and Frye. I will instruct them to answer the question based on what they hear in the conversation. I will play the recording and then have the students answer the question. Then I will have the students open their books to page 28 and I will play the conversation one more time for them to read and repeat after. Then 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. Once that is finished I will ask the students to get into pairs and practice the conversation with a partner. Then I will ask for a few volunteers to do the conversation. I will remind the students to use emotion in order to try to make the conversation as realistic as possible.

For the wrap up of the class, I will give to the students a piece of paper containing a template of a small story. I will instruct them to fill in the blanks with the words and phrases they have learnt in activity 1. Furthermore, I will instruct them to add any extra information they will need to personalize it. I will ask the students to get into pairs and work together on the story. This will help them put the new vocabulary in use while also personalizing a story and thereby making it meaningful to them.