**Lesson Plan for Basic 09**

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**Course:** Basic 09 / Unit 3 –Lesson B1, 2, 3 and 4 Pages: 31, 32 and 33

**Lesson objectives:** To talk about mysteries of the world using new vocabulary.

**Warm up:** Time: 15’

I will start the class by writing on the board the following questions: “Do you play computer games? What kinds of computer games do you play?” I will have the students get into pairs and ask each other the same question. I will do this to introduce the new 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 tell the students to open their books to page 31 and to look at the picture in part A. I will ask the students to describe what they see (i.e. a computer game box). I will then ask them what they think the game is about. Afterwards, I will ask them to read the cover of the game for one minute. Next, I will ask the students different questions about the game and what the game contains. Then I will ask for volunteers to read the description of the game. I will ask the students what the words in red mean or what think they mean. 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 have students get into pairs and have them ask each other the questions on the *Ask & Answer* section. Then I will have some of the students share the answers of their classmates with the class. After that, I will ask the students to get into pairs. I will instruct them to write one sentence with each of the words in red. Once the students have finished, I will ask for volunteers to share their sentences orally with the class. If time allows, I will ask the volunteers to write their sentences on the board. This way I will ensure the students have a more clear idea of the meaning of the words and how they should be used in sentences. These sentences will supplement the examples given in the book.

Subsequently, I will tell the students that sometimes people see strange lights in the sky at night. Then I will write on the board the following sentences: “Have you heard stories about strange lights in the sky? What do you think these lights could be?” I’ll have them get into pairs and discuss it. After that, I will elicit some stories or comments from the students. Then I will move on to the next activity on page 32. After that, I will ask the students to look at the picture in part A. I will ask them where they think that place could be located (e.g. near a city or far away from a city). After that, I will ask for a volunteer to read the questions inside the little box, and then I will have the students get into pairs and have them ask each other the questions in the box. Then I will have some of the students share the answers of their classmates with the class. After that, I will have a student read the instructions and then have him ask another student what their task is. Next, I will play the recording and, once that is finished, I will have them compare their answers. Afterwards, I will have some of the students share their answers with the class. Then I will tell the students to listen again and check the correct answer. After that, I will have the students compare their answers and I will ask for volunteers to share their answers. Subsequently, I will ask the students questions about the story (e.g. yes/no and informational questions). Then I will have students get into pairs and have them tell each other what they remember from the story they have just heard. Then I will have some volunteers tell the class what they remember from the story.

After that I will ask the students to close their books and I will write the title of their next reading on the board. Next, I will write the following questions on the board: “What do you think causes mysterious lights in the sky? Why?” Then I will ask the students to get into pairs and ask each other those questions. After that, I will have some of the students share their answers with the class and have them explain their opinions. I will also use this opportunity to teach the students some of the extra vocabulary in the word bank. Then I will have the students open their books to page 33 and I will ask them to look at the title and tell me what the reading is about. I will have one or two students share their answers. Then I will ask the students to look back at page 32 and instruct them to check the correct boxes for each sentence. I will inform them that there is no right or wrong answer and that they should simply give their opinions. 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. I will remind the students that they will have to write the questions in the correct boxes in the reading. Then I will play the recording of the interview instructing the students to listen and follow the article. 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 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. Once they have finished it, 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 have students get into pairs and have them ask each other the questions on the *Ask & Answer* section. Then I will have some of the students share their answers with the class. After that I will tell the students to get into groups of three. I will instruct them to discuss the following questions: “Do you believe in UFOs?” “Have you ever experienced something similar to the story in the listening or heard about it?” “What happened?” I will also instruct the students to use some of the new words they learned during class in their answers. Then I will have students share their opinions with the class.