**Lesson Plan for Basic 10**

**Teacher’s Name:** Jose Antonio Zegarra Raborg Date: August 11th, 2009

**Course:** Basic 10 / Unit 5 –Lesson A 1, 2, 3 and 4 Pages: 62, 63 and 64

**Lesson objectives:** To talk about running errands and daily activities using new vocabulary.

**Warm up:** Time: 15’

I will start the class by writing the following questions on the board: “What do you usually do on a typical day?” 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 report on some of their partner’s answers. 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. I will also write on the board the word *errands*, and I will ask the students what they think it means. In this manner they will be able to connect the word with the previous daily actions that they mentioned. Furthermore, I will show the students some print-outs of stills or pictures of people running different errands. These scenes will help the students learn the new vocabulary presented in the unit. Then I will ask the students to open their books to page 62 and I will play a recording so that the students may hear the pronunciation of the new words. Then I will ask for a volunteer to read the instructions for activity A. Subsequently I will have him/her ask another student to repeat the instructions in their own words. Then I will remind 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. 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. Then I will tell the students to get into pairs and discuss the two questions in exercise B. Once the students have finished, I will ask for volunteers to share their answers with the class.

Afterwards, I will ask the students if they listen to the radio, how often they listen to the radio and what kind of programs they listen to. I will ask them if they know what a *call-in* show is, or what they think that means. I will explain the term afterwards if they do not seem to understand it. After that, I will ask for a volunteer to read the instructions for activity A. 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 few seconds to read the statements before I play the recording. Then 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 the recording once more. I will instruct the students to pay attention to the details and to check the correct column on their papers. Once that 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. Then 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 ask the students what words they use to ask people to do something politely. I will write a few examples on the board and ask them to pronounce it. Then I will tell the students to listen to the pronunciation of *could you* and *would you* on the sentences in exercise A. I will tell them that when there is a *d* and *y* next to each other it sounds like a *j* in rapid speech. 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 ask the students to compare their answers. After that, I will play the recording for them to check their answers. Once that is finished, I will ask the students to compare their answers again. Then I will ask for volunteers to share their answers with the class. Afterwards I will instruct the students to get into pairs. I will instruct them 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 what they do when they cannot find something in a store. I will ask the students the following questions: “Do they keep on looking? Do they ask for help?” If the students say they prefer to ask for help, I will ask them what words they would use to ask for help. Afterwards, I will tell the students that they are going to listen to a conversation between three people. I will play the recording for the students and instruct them that their books are to remain closed. Then I will ask students different questions about the recording. Subsequently, I will have the students open their books to page 64 and I will ask for a volunteer to read the instructions for activity A. Next, I will have him/her ask another student to repeat the instructions in their own words. Then, I will play the conversation one more time in order for the students to read and underline the words that Frida uses to get the clerk’s attention. Once that is finished, I will ask the students to tell me what the words are that Frida uses. Then I will tell 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.