**Lesson Plan for Basic 10**

**Teacher’s Name:** Jose Antonio Zegarra Raborg Date: August 12th, 2009

**Course:** Basic 10 / Unit 5 –Lesson A 5, 6 and 7 Pages: 64, 65 and 66

**Lesson objectives:** To introduce polite requests with modal verbs and *mind*.

**Warm up:** Time: 10’

I will start the class by asking the students questions about the conversation of the listening activity on the previous class. For example I will ask the following questions: “Do you remember what Jim and Frida were doing?” “Where were they?” After that, I will ask for a couple of volunteers to summarize the conversation from what they remember.

**Class development:** Time: 70’

Then I will tell the students to open their books to page 64 Activity 5. I will explain to them the expressions on the table “Getting a clerk’s attention.” I will ask the students what other expressions they know to get somebody’s attention. 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. Once the students have finished the activity, I will ask them to compare their answers and then I will ask for volunteers to share their answers with the class. Next, I will instruct the students to get into pairs and create a short conversation based on the picture in Activity B. I will instruct them to use the useful expressions they have learned and to practice them. Then, after a few minutes, I will ask for a few volunteers to recite the conversation for the class. I will remind the students to use emotion in order to try to make the conversation as realistic as possible.

Then I will ask the students, with their books closed, to give me some polite expressions for making requests. I will elicit some examples from the students. Next, I will have the students open their books to page 65. I will tell them to go through the chart and examine the different ways one can make a request. For example, I will explain to the students which methods are more polite. I will explain the usage of some of the expressions under specific circumstances. After that I will ask for a volunteer to read the instructions for activity B. 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 for volunteers to share their answers with the class. I will explain to the students that for the phrase *would you mind*, a negative response is necessary to agree with the person. Then I will go over the instructions for activity C and I will tell the students to correct the mistakes in each sentence. Next I will have the students compare their answers and I will ask for volunteers to share their answers with the class. After that I will ask for a volunteer to read the instructions for activity D. 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 for volunteers to share their answers with the class. Then I will have them get into pairs. I will instruct the students to practice with their partners the requests they wrote and have their partner give the possible responses to them.

After that, I will ask the students if they remember the recording about the call-in radio show. I will ask the students to get into pairs and brainstorm about different services they could offer if they owned an errands service. Then I will ask some students about what kind of services they are thinking of offering and to explain what those services entail. Then I will ask the students to work with their partners and imagine what kind of unusual services they would offer. I will give the students the words for some extra errands located in the *word bank* section of the teacher’s edition that might have not been mentioned. Once the students have finished, I will ask for some volunteers to share their answers with the class. After that, I will ask the students to turn to page 66 and fill in the missing details of the advertisement. I will instruct them to fill in the blanks with types of errands and chores people dislike and which are not very common. Then I will have some pairs of students share their answers with the class. Next, I will ask for a volunteer to read the instructions for activity B. 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 for volunteers to share their answers with the class. I will do this to compare different ideas, to find out which errands were most disliked, which errands were the highest paid, etcetera. Then I will have students find a different partner and role-play conversations of a customer calling an errands service. I will tell them to ask about the different errands they wrote on activity A and B. After that, I will ask for some volunteers to share their conversations with the class. To wrap up, I will have some of the students tell the class what they think are some of the most popular and unpopular errands that they heard in class.