**Lesson Plan for Basic 10**

**Teacher’s Name:** Jose Antonio Zegarra Raborg Date: August 19th, 2009

**Course:** Basic 10 / Unit 6 –Lesson A 5, 6 and 7 Pages: 76, 77 and 78

**Lesson objectives:** To talk about plans and decisions using *be going to* and *will.*

**Warm up:** Time: 10’

I will start the class by asking the students about the previous class. I will ask them about the new words presented and their meanings, according to the context of the lesson. Then I will ask the students if they remember the conversation in the speaking activity from the previous class. If necessary, I will play the recording once for them so that they can hear it one more time. Then I will have them get into pairs and tell their partners about it. 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 76 Activity 5. I will explain to the students the mechanics of the expressions on the table entitled: “Asking about meaning.” 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. I will explain to the students that one partner must answer Box A and the other Box 2. Then I will tell the students to take turns reading to each other the sentences in the boxes. After that, I will instruct them to ask each other about the meaning of the words, making sure to use the useful expressions presented in this activity in order to practice them. Then, I will ask for a few volunteers to read a sentence. After each one finishes reading, I will have the one of the other students ask him/her about the meaning of a word using the useful expressions. I will tell the students that from now on they will be expected to not only use the “*what does ... mean?*” clause but also the other expressions presented in this activity depending on the situation presented. In this manner the students will practice these expressions daily.

Then I will ask the students, while they have their books closed, about when the phrase “*be going to*” is used. They have seen this phrase, in previous basic courses, as being a verbal form in the present progressive and also as the structure to talk about plans in the future. This activity will be a way to reactivate their previous knowledge. Then, I will write on the board two situations in which they should use the phrase “*be going to*.” After that, I will elicit some examples from the students. Next, I will have the students open their books to page 77. I will tell the students to read the conversations and practice them in pairs. Then I will tell them to complete the sentences in sections 1 and 2. After that, I will have the students compare their answers and I will ask for volunteers to share their answers with the class. Then I will write the reasons why “*be going to*” is used in some instances and why “*will*” is used in others. I will organize this information as a chart. In this manner, the students will be able to compare the similarities and differences. I will offer some example sentences of my own and then I will have students come up with their own examples, two sentences with “*will*” and two for “*be going to*.” Then I will ask for some volunteers to share their examples with the class. After that, I will ask for a volunteer to look at the next activity and tell the class what the instructions are asking them to do. Once the students have finished, I will ask for volunteers to share their answers with the class. Then I will ask the students to make sentences from the pictures and the plans checked for each person on Activity C, by using the phrase “*be (not) going to*” and following the example presented in the book. After that, I will have students get into pairs and have them ask each other the questions on the *Ask & Answer* section. After this activity, there will be follow up questions. Then I will have some of the students share the answers of their classmates with the class.

After that, I will ask the students about the different places located within a college/university campus. I will this by asking what people or students typically do in each of these locations. I will write some of the answers of the students on the board. After the students have finished, I will add any important information necessary which the students failed to mention and which is in the *word bank* section of the teacher’s edition book. Then I will have the students open their books to page 78 and I will ask them what they see on top of the page. Then I will go over the campus map with the students and ask them what a student typically does in each place. I will instruct the students to get into pairs and complete the schedules (with each student making a different schedule) with the items from the boxes below. Next, I will ask for a volunteer to read the instructions for activity C. Subsequently, I will have him/her ask another student to repeat the instructions in their own words. I will remind the students to take turns asking each other questions while going down through their schedules and giving or asking for extra information on each item. Once the students have finished practicing, I will ask for volunteers to share their conversations with the class. Then I will have one of them report on their conversations, (e.g. one of the students could say, *My friend Lupito can’t study with me tomorrow at … because he has to …, but we will meet at…*). I will supply the students with the prompts, but I will inform the students that they may use their own expressions to report on it.