**Lesson Plan for Basic 10**

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**Course:** Basic 10 / Unit 6 –Lesson A 1, 2 and 3 Pages: 79, 80 and 81

**Lesson objectives:** To talk about definite and indefinite graduation plans using time expressions.

**Warm up:** Time: 10’

I will start the class by asking the students what we talked about in lesson A. Then I will remind the students that all that writing on the board the following question: “What are your graduation plans?” 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 restaurants in Lima. I will also ask them to describe what kind of restaurants they are. 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 explain the process of ordering/eating in a restaurant and have the students role play so they can personalize the situation and make the new vocabulary meaningful to them. Then I will ask the students to open their books to page 19 and to look at the picture in part A. I will ask the students to describe what they see in it. 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 A 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 ask the students to get into pairs and ask each other the questions in part B. Afterwards, I will have some of the students share their answers with the class.

Subsequently, I will ask the students: “What is fast food?” I’ll have them give some examples, and then I will tell them to get into pairs and ask each other, “What do you think *slow food* means?” After that I will elicit some ideas from the students. Then I will move on to the next activity on page 20. I will have a student read the instructions and then ask the class what they have to do. After that 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 to the recording once again and complete the sentences from the words in the box. After that I will have the students compare their answers and I will ask for volunteers to share their answers. 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 close their books and I will write the following questions on the board: “Who do you think are the healthiest people in the world? Why? What are some places where people live a very healthy life?” 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 the answers of their classmates with the class. Then I will ask the students: “Do people in Peru have a healthy life?” I will elicit some answers from the students and ask them explain their opinions. Then I will have the students open their books to page 20. I will tell the students to get into pairs and ask each other the two questions before the reading. After that, I will have two or three students share their answers. Then I will ask the students if they know where Okinawa is located at and if they’ve heard anything about it (e.g. perhaps through a movie or book). Then I will play the recording of the article instructing the students to listen and follow the article. Once the recording is finished I will tell the students to complete the chart in part A. 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 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 or four and discuss the following questions: “Was life here healthier or unhealthier in the past?” “What healthy and unhealthy habits do you have?” “Are any of these easy to change?” “Do any of the restaurants you go to help you live a healthy lifestyle?”