**Lesson Plan for Basic 10**

**Teacher’s Name:** Jose Antonio Zegarra Raborg Date: August 21st, 2009

**Course:** Basic 10 / Unit 6 –Lesson B 4, 5, and 6 Pages: 82 and 83

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

**Warm up:** Time: 15’

I will start the class by asking the students about the previous class. Then I will ask the students about what kinds of time expressions they learnt the previous and what definite and indefinite means. After that, I will ask them to give me examples using the new time expressions.

**Class development:** Time: 70’

I will write on the board *be going to* and *will* and I will ask the students in what situations they can use them. I will write the different situations in which they are used as a table/chart. In this manner the students will be able to compare both of them. This will make it clear to the students which phrase is used in what situations and when they use either. I will elicit examples from the students for each case. Then I will have the students open their books to page 82 and I will ask a student to read the title of activity 4. This activity deals with predictions using the words *be going to* and *will*. I will ask the students to look at the two pictures on top of the page and I will have one read the caption under the picture and another student read the caption under the second picture. Then 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. Once the students are finished with the activity, 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 give the students a couple more examples to make the differences clear to the students. After that, I will go over the chart in the book with the students and give an example for each situation. Then I will ask a student to look at the sentences below the chart and tell the class what they have to do. Once they are finished with the activity, I will ask the students to compare their answers and explain why they chose *be going to* and *will* or both. Afterwards, I will ask for volunteers to share their answers with the class. Then I will write on the chart, on the board, the other two new situations in which they could use *be going to* or *will*. Once that is finished, I will go over the chart on the board with all the situations to which the students have been exposed to, up to this class, for the use of *be going to* and *will.* Then I will pass out a piece of paper to each student and I will ask the students to write one sentence for each situation on the chart. In this manner, I will be able to check if there is anything I need to reinforce more by either giving more examples to the students or to differentiate it by comparing it to another example.

Then I will ask the students to look at page 83 and I will ask the students to read the short piece of writing on part A. I will tell the students that they are going to write about the same topics offered in the exercise, (e.g. family, job, travel, school and their love life). I will instruct the students to get into pairs and talk about those topics using *be going to* or *will*. I will use this method to help the students come up with different ideas and correct each other in the use of *be going to* or *will* when they are telling each other about their present and future. Then I will have the students close their books and I will hand them each a piece of paper. I will tell the students to draw a *spider chart* on the top half of the paper and then write their name in the middle bubble of the chart. Next, I will ask the students to take one minute and write down all their main ideas or details about their life in relation to these topics, (e.g. family, job, travel, school and love life). Once the students are finished with this activity, I will tell the students to begin writing a minimum of eleven sentences about their life now and in the future. I will instruct them to use new vocabulary (time expressions) which they have learnt in this lesson, to use *be going to* or *will* at least 8 times (both combined) and to support their ideas (e.g. “I’m going to get married because I want to have a family,” “I’m going to attend Ricardo Palma University because it’s the best university to study architecture in Peru,” etc.). I will give the students twelve to thirteen minutes to finish their writing. Once time is up, if time allows, I will have the students exchange their papers. I will then give the students a couple of minutes to read their partners’ papers. After that, I will have them report to the class about their partner’s life choices. Then I will collect their writings

Afterwards, I will ask the students to open their books to page 83. I will ask the students who is depicted in the picture. Next, I will ask the students to tell me what they know about this person without reading the profile next to the picture. Then I will have students read the profile next to the pictures. During the reading, I will go over the new words and phrases. Then I will ask a student to read the instructions and tell the class what they have to do. I will ask for a volunteer to give a couple more examples and then I will tell the students to get into pairs and start the activity. Once the students are finished, I will ask for some volunteers to share their predictions with the class. Then I will instruct the students to complete the box with their own information on activity B, in order to create a personal profile. Once that is finished, I will have the students exchange books and start making predictions about their partners. After a few minutes, I will have volunteers report to the class their predictions on their partners.