



## Lesson plan

**Target:** Use of verb to be

**Objectives:**

- Learn how to use verb to be.
- Describe people.
- Introduce themselves and a friend.

**Vocabulary:** trimming, royal, busy, mimicking, numb, rude, prank, branch, grab, stripe.

**Before watching**

**Warm up: Active prior knowledge**

Paste on the board or project pictures of different characters from the Ralph movie. Ask students if they know their names and how they look like physically. Then, ask students the following questions and if the answer is positive, they will raise their hand.

*Are you tall?*

*Are you short?*

*Are you a boy?*

*Are you a girl?*

*Are you Chinese?*

*Are you Mexican?*

Remember to use your hands to emphasize the questions (cueing).

Divide the group into teams and have students describe 3 aspects of themselves with his/her partners to answer the question *how do you look like?* Give an example using your information.

- Click on the glossary and read the words aloud. Have students repeat.





- Explain the meaning of the vocabulary reading the meaning and giving examples.
- Students complete the exercise from the vocabulary.
- Tell students they are going to see a video about a scene from Wreck it Ralph. Ask if they have watched the movie, if they liked it, what their favorite part was, etc.

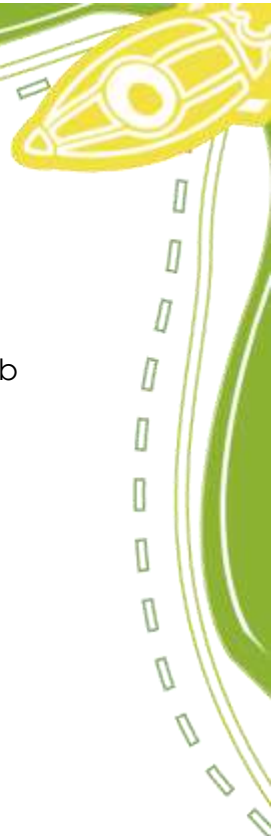
**While you watch:**

- Have students pay attention to the video.
- Pause the video as necessary. Ask students to describe the characters that appeared on the video using yes-no questions.
- *Is Vanellope short or tall?*
- *Is Ralph happy?*
- Have students focus on the vocabulary previously seen.

**After watching:**

- Ask students about the video, for example if they thought it was interesting, ask them about the color or size of the trees, the name of the characters, etc.
- Have the students to make sentences describing the scenes from the movie.
- Tell the students about the gap activity. Play the video again and pause it if necessary.
- In teams, have students complete the graphic organizer. Then, check the answers asking an answer per team.





## **Present**

- Direct the students to the grammar icon and explain them the topic (verb to be). Try to be very clear when you explain the grammar structure.

Write on the board similar sentences as the presented on the video but about Vanellope to explain when we use Verb to be.

She is Vanellope.

She is a girl.

She is short.

She is pretty.

She is from Candy Rush.

- Give extra examples using some students as models writing their personal information on the board too and ask them to write sentences.

## **Practice**

- Have students complete the sentences writing the correct form of the verb to be, then, check their answers.
- After that, ask students to complete the practice and compare their answers with a partner.
- Finally, ask students to complete the graphic organizer and share their answers with a classmate.

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## **Extend**

- Have students form small groups; tell them to ask each question to each other, when groups are finished, ask them to share their answers.

Finally, ask them to describe you.

