



Lesson plan

Target: Use of indefinite pronouns

Objectives:

- Remember specific vocabulary.
- Understand the grammatical structure of indefinite pronouns.
- Express people, places, and thing through indefinite pronouns.
- Students will be able to analyze the use of indefinite pronouns.

Vocabulary: straight, stripes, spit, peck, breath.

Before watching

Warm up: Active prior knowledge

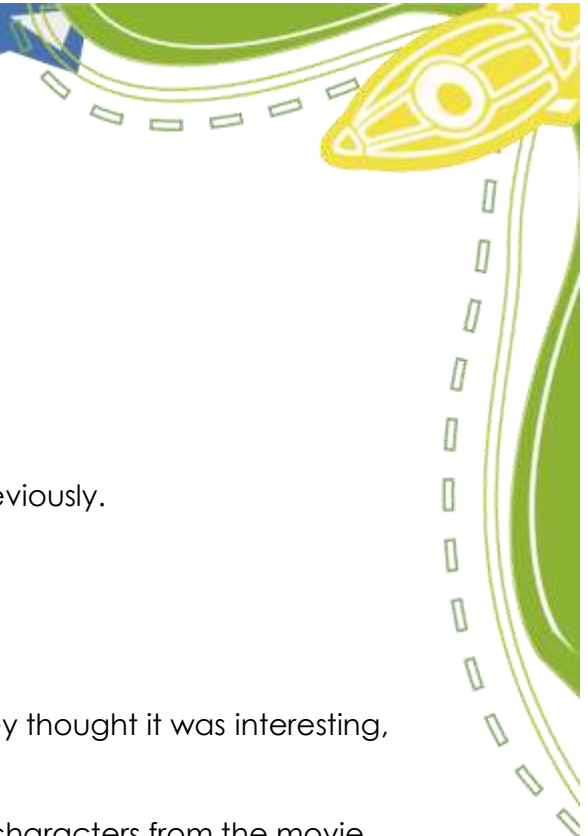
- Ask students write a list of places to go on vacation.
- Write the most popular answers on the board.
- Set the following situation: Imagine you are on vacation, but suddenly you get lost. How would you feel?
- Ask students to share their answers with the group.

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

Before watching

- 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 clip about a finding Nemo. Ask students if they have seen the movie.





While you watch:

- Have students pay attention to the video.
- Pause the video as necessary.
- Have students focus on the vocabulary seen previously.

After watching:

- Ask students about the video, for example if they thought it was interesting, if they have been in the sea, etc.
- Have students make sentences describing the characters from the movie.
- Tell the students about the gap activity. Play the video again and pause it if necessary.

Present

- Write on the board the sentences on bold from the video.
- Direct the students to the grammar icon and explain them the topic (indefinite pronouns). Try to be very clear when you explain the grammar structure.
- Give extra examples.

Practice

- Have students scramble the sentences.
- Have students compare their answers with a partner.
- Have students complete the sentences with the correct indefinite pronouns.
- Have them check and compare their answers.



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- Ask students to complete the graphic organizer and share their answers with a classmate.

Extend

Tell students that they are going to play a game to find out things they might not know about each other. They will have a few minutes to fill out a survey. When they hear a signal from you, they will "freeze" in their places.

- Explain that students are to walk around the room and find people who have the characteristics described:
 - Lost something recently.
 - Went somewhere interesting last week. Like the sea.
 - Thinks everybody should do more for the sea animals.
 - Knows someone who lost in the supermarket or beach.
- When they find someone, they write the name in the blank provided. Ask them to find as many different people as possible, using each person's name only once.
- Begin the game. Continue until several students complete the survey. This will probably take about five minutes.
- Ask students to return to their seats. Ask a student who completed the entire survey to go down the list, saying who s/he found for each item and acknowledging that person. Where appropriate, ask for more details. (For example, if Yvette has a pet, ask what pet she has.)

Discuss

- What did you notice about yourself and others during this game?
- Did you learn anything new about someone?
- If you were making up questions for this worksheet, what are some things you'd like to ask?