



Level 2

2.2 Lesson Plan

Session 1

Check Homework

Ask for volunteers to read their **Write It** letters from the last session in L2U2L1. Collect the assignments.

Practice I

Watch **Words to Know**, stopping to give more examples as needed. Pairs choose any of the following words and create a Word Map using the graphic organizer found in the Lesson Overview:

election, suggestion, question, vote, explain, promise

Pairs present their graphic organizers to the class, as time permits.

This activity can be done at any level. The labels of the squares can be modified according to the students' level, such as Pictures, Synonyms, Antonyms or Sentences.

Do one together, first. Answers do not have to be complete sentences; words or sentence fragments are fine. Students may use their native language, if needed. They may also draw pictures. The idea is for them to understand the concept of the new word.

For example: Word: Election

Examples: Election for president, school election, class president election, George Washington

Non-examples: Teacher says who it is. King, queen

Characteristics: We vote. We decide.

Definition: When people vote and decide who wins.

Warm-up

Based on the vocabulary words from **Words to Know**, ask the students what they think the movie will be about. Write the word **will** on the board and ask guided questions:

Do you think the movie will be about a birthday party?

Will it be about a basketball game?

Movie

While watching the movie, pause at various times to ask:

What will happen next?

What will happen after that?

Practice II

Write the following sentences on the board. Add the contraction and then add the negative form. Go over the example with other pronouns.

He will be president.

He will not be president.

He'll be president.

He won't be president.

Ask a few students to say a sentence with **will** and a future time expression.

For example: What will you be in the future?

Ask other students to make the sentence a contraction or negative.

Practice III

Students work on specified features from this lesson at the teacher's discretion, such as **Words Words Words** or **Hear It, Say It**.



Level 2
2.2 Lesson Plan
Session 1 (cont.)

Homework

1. Choose words from the box to complete the sentences.

election / questions / all / promise / box / suggestion
more / without / explain / excited

- a. How many _____ will be on our test?
 - b. Who will you vote for in the next _____?
 - c. I'm sorry. I _____ that I won't do that again.
 - d. Are you _____ that your friend from Spain will visit you next summer?
 - e. I don't understand the homework. I'll ask the teacher to _____ it tomorrow.
 - f. I don't know what to buy. Do you have a _____?
 - g. What's in that _____? Is it a gift for Mom's birthday?
 - h. I don't like pizza _____ cheese on it.
 - i. These cookies are so good! Can I have some _____?
 - j. Moby, don't eat _____ of those cookies. I want some too.
2. Put the following words in the correct order to make a sentence or a question. Remember to use correct punctuation and capital letters. There may be more than one possible answer.
- a. ready / seven / at / o'clock / be / ? / dinner / will
 - b. wear / ? / tomorrow / party / the / you / to / will / what
 - c. puppy / have / new / will / week / a / we / next / .
 - d. because / won / show / excited / dog / she / very / is / . / the / her /
 - e. won't / . / without / go / we / you

Answers:

- a. Will dinner be ready at seven o'clock?
- b. What will you wear to the party tomorrow?
- c. We will have a new puppy next week.
- d. She is very excited because her dog won the show.
- e. We won't go without you.

Sum-up

Make the following sentences into strips or write them on the board. Ask the students which vocabulary word the sentences are examples of (promise, excited, explain, suggestion, question).

- a. In astronomy, we learn about the stars. (explain)
- b. I'll help you tomorrow. (promise)
- c. Is the answer a or b? (question)
- d. Oh, that's wonderful! I'm so happy for you! (excited)
- e. I think the red sweater is very pretty. Why don't you buy it? (suggestion)



Level 2
2.2 Lesson Plan
Session 2

**Check
Homework**

Go over the homework assignments.

Warm-up

Write the words **breakfast**, **lunch** and **dinner** on the board along with the mini-dialogue below. Practice the dialogue, and then have students do it in pairs, substituting the underlined words. Students switch roles when they have finished.

Mini-dialogue:

A: What time do you usually eat breakfast?

B: I usually eat breakfast at 7:30 in the morning.

A: What will you eat for breakfast tomorrow?

B: I'll eat some bread and I'll drink some milk.

Movie

Write the following three questions on the board. Students watch the movie and look for the answers.

- a. What is one thing Ben will do when he is president?
- b. What is one suggestion from the suggestion box?
- c. How will Ben make Moby happy?

After watching, write the following lines from the movie. Students choose the correct answers:

- a. All the students (will want / won't want) healthy food.
- b. Next year, (we'll have / we won't have) more trips.
- c. Please promise that there (will be more / won't be any more) tests next year.
- d. I (will make / won't make) everybody happy. But I will try.



Level 2
2.2 Lesson Plan
Session 2 (cont.)

Practice I

Explain to the class that **will** is often used to make predictions. Write the phrase below on the board and have students Roundrobin what they think will or won't happen. Write prompts on the board. Students may use the prompts or think of their own sentences.

The phrase: In fifty years, _____.

The prompts: All people go into space. / Everyone lives to be 130 years old. / Children go to school three days a week. / We travel by airplanes. / People watch TV. / Everybody has a dog. / Robots do all of the work. / Everybody has a computer. / We all speak one language.

Will is also used to make promises. In pairs, students listen as you read about the following situations and then make up two-line dialogues.

For example: Mary came home very late. Her father is worried.

What promise will she make?

Father: I was very worried about you.

Mary: I promise that I won't come home late again.

- a. Ben's room is not clean. His mom isn't happy. What will Ben promise?
- b. Tim fell asleep in class. His teacher saw him. What will Tim promise?
- c. Dina didn't remember to feed the dog. Her mom isn't happy. What will Dina promise?

Practice II

Students work on specified features from this lesson at the teacher's discretion. Allot 20 minutes for this activity.

Homework

1. Write **Wh-** questions about the underlined words. Use **who, what, where, when, how many**.
 - a. Next summer, we will go to Spain.
 - b. I'll answer your question in five minutes.
 - c. We will have three tests next week.
 - d. We'll have pizza for dinner tomorrow.
 - e. The teacher will explain it to us.
2. Optional Activity: Look at English language magazines or newspapers or on the internet. Find a promise and a prediction using **will**. Cut them out or write them in your notebook and share them in class tomorrow.

Sum-up

Ask students to predict what they will have for their next breakfast, lunch or dinner. Ask students to make a promise that they will do today.



Level 2
2.2 Lesson Plan
Session 3

Check Homework

Students write the **Wh-** questions on the board.
Students share the predictions and promises they found.

Warm-up

Divide the class into rows or groups. Prepare a sheet of paper for each group with the following sentences on the top:

The game will be exciting. I'm so excited.

Also write the sentence on the board.

The teams use the cooperative structure Roundtable to substitute words/phrases for the underlined word. Roundtable is similar to Roundrobin. In Roundtable, each student says a response, writes it on the page, and passes it on. You may want to brainstorm possible substitutions first: election, future, show, class, party, job, movie, train ride, trip, camping trip, etc.

Discussion

Will is also used when we make future plans while we are speaking. Put the example and the following sentences on the board. In pairs, students think of answers using **will**.

For example: Student A: What kind of ice cream do you want?

Student B: I'll have chocolate.

- a. We don't have enough money to buy the book.
- b. I'm sorry. We don't have any apples.
- c. The doctor is here on Thursdays and Fridays.
- d. This sweater comes in red or white.

Reading

Students work on the reading passage in **Read It**.

Writing

Remind the students of the parts of a friendly letter: heading, greeting, body, closing and signature. The body of the letter is where we write what we want to say. We usually begin a letter with a friendly opening. Then each paragraph talks about an idea. When we change to a new idea, we begin a new paragraph.

Distribute the **Parts of a Friendly Letter** activity included at the end of this session. Students must number the parts correctly.

Homework

The writing assignment in **Write It**.

Sum-up

Students answer the questions with a partner:

- a. Where will you be at 6:00 tomorrow?
- b. Where will you go on Saturday night?
- c. What will you do tomorrow?
- d. Where will you live when you're old?



Level 2
2.2 Lesson Plan
Parts of a Friendly Letter

Your friend,
Tom

How are you? How is your grandfather? Will you visit him again next month?

New York
2/17/2011

There is so much for me to do now. I don't know where to begin. Do you have any suggestions?

Dear Mike,

I want to tell you about the school election. It was very exciting. There were three kids who wanted to be school president. I was one of them. We all had wonderful suggestions. Guess what? I won! I'm so happy!