



Level 2
3.1 Lesson Plan
Session 1

**Check
Homework**

Ask for volunteers to read their **Write It** assignments from the last session in L2U2L5. Discuss their letters and collect them.

Warm-up

Watch **Words to Know**, stopping to give more examples and context as needed. Encourage the students to write the new words in their notebooks.

For example: **City:** Ask if students have visited or lived in other cities. Point out the plural form.

Fun: Ask what students do for fun after school / on the weekends. Point out the expression "to have fun." Do they have fun in school? Where do they have fun?

Kilometer / mile: Elicit the difference and where they are used.

Marathon / race: Elicit the difference. Ask what other kinds of races of they know.

Thousand: Write the number one on the board. Keep adding zeroes until you reach a thousand, and elicit the words after each zero.

Finish: Do they know the opposite? (begin)

Important: Ask them to name important people they know.

Hurt: Pantomime that you hurt your **foot / leg / hand / eye**. Do a substitution drill with the model: I hurt my foot. My foot hurts.

Practice I

Since the writing focus of Unit 3 is writing dialogues, adapt the Story Impression activity to begin the process. In pairs, students write a short dialogue using at least three of the vocabulary words. Their dialogues should have at least four lines: two sets of questions and answers. When they have finished, they share their dialogues with the class. With the Story Impression strategy, students engage actively and cognitively with the new vocabulary, which will aid comprehension of the movie and/or reading that follows.

For example: Student A: Did you have fun in the city last week?
Student B: Yes, I did. We watched my cousin in a race.
But he didn't finish.

Student A: Why didn't he finish?
Student B: Because he hurt his foot.



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Session 1 (cont.)

Movie

Before the movie, ask students to predict what they think it will be about. Put the following questions on the board. Tell students to look for the answers.

- a. What is a marathon?
- b. How long is a marathon?
- c. Why is Ben running in this marathon?
- d. Why can't Moby run in the marathon?
- e. Why isn't Ben finishing the marathon?

Watch the movie.

After the movie, go over the answers to the questions, as volunteers write them on the board. Use question (c) to explain the future use of the present progressive.

Practice II

With the help of the class, put some future time expressions on the board: after school, at 7:00, tomorrow, on Sunday, next week, next month, in the summer, etc. In pairs, have students ask and answer questions about the future, using the time expressions and present progressive.

For example: Where are you going after school?
I'm going home.

Practice III

Students work on specified features from this lesson, such as **Words Words Words** or **Hear It, Say It**.

Homework

1. Write questions with the future meaning of the present progressive. Ben is visiting his friend Mike in Spain this summer. Ask him questions using the present progressive.

For example: when / go
When are you going to Spain?

- a. take / brother _____
- b. where / stay _____
- c. what airplane / take _____
- d. how / travel _____
- e. when / come home _____

2. Write five questions to ask the other students tomorrow in class. Use the future meaning of the present progressive in your questions.

Sum-up

Students turn to their neighbors and tell them:

- a. an important person that they know / met.
- b. if anything hurts them.
- c. what they like to do for fun.



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Session 2

Check Homework

Go over the homework assignment. Ask if everyone finished their homework. At what time did they finish it?

Students ask and answer each other's homework questions from Part 2. You may want to do this as a Roundrobin activity.

Warm-up

Ask questions to review vocabulary.

Movie

Before the movie, put the following questions on the board. Tell students to look for the answers.

- a. Where is Ben meeting his team? When?
- b. When is Ben traveling to the city?
- c. How is he going there?
- d. Who is he staying with?
- e. Where are they eating on Saturday night?

Watch the movie. After the movie, go over the answers to the questions.

Practice

Students work on features from this lesson.

Reading

Work on the reading passage in **Read It**. Show the images of the tortoise and the hare and ask if they know other words for them. Give a brief introduction about the story and then read it together.

For a second reading, break the students up into groups of three. They read the passage as a dialogue: the tortoise, the hare and the narrator. Allow them time to practice, and then if time permits, groups can perform their dialogues for the class.

Homework

1. This is Ben's schedule:

Next Saturday

8:00 a.m. Take the train

9:00 a.m. Arrive in the city

9:30 a.m. Go to his friend's house

1:00 p.m. Visit important things around the city

7:00 p.m. Have dinner at a restaurant

Next Sunday

7:30 a.m. Meet his team

8:00 a.m. Run the marathon

5:00 p.m. Take the train home

Use the schedule to write eight sentences with the future use of the present progressive.

For example: Ben is taking the train at 8:00 a.m.

Sum-up

Partner review. Students turn to their neighbors and review what they did in class today. They can then share something they thought was interesting.



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Session 3

Check Homework

Go over the homework assignment about Ben's schedule. Have students write their sentences on the board. Call on other students to think of the question that goes with each sentence, and then have students ask and answer each one.

For example: Question: When is Ben taking the train?
Answer: (student's homework sentence)

Warm-up

Pretend you hurt yourself: Ow! I hurt my foot. My foot really hurts. Point to other parts of the body that they know, to substitute.

Discussion

Brainstorm what students know about dialogue. You may want to create a Concept Web on the board. A Concept Web is a way for students to access prior knowledge about a topic by organizing their thoughts and ideas and diagramming them with bubbles or branches.

Some prompt questions are:

- What is a dialogue? (two people talking)
- What does a dialogue look like? (quotation marks, each new speaker begins a new paragraph) Write an example on the board.
- How do you know who is speaking? (We sometimes use the words **say/said**, **tell/told** or **ask/asked**.)
- How is it different from a story? (We read/hear the words of the speaker.)

Practice

Write the following sentences on the board. Students must copy them in the correct order, and add the speakers' names (Ben or Ed).

Why are you practicing?

Oh, cool! I'll come and cheer.

Hi Ben. What are you doing?

Because I'm running in a marathon next month.

Great! That's nice of you.

Oh, hi Ed. I'm practicing.

Homework

The homework is the writing assignment in **Write It**. Explain that they will write a dialogue between two of the animals that watched the race between the tortoise and the hare. You may want to brainstorm ideas as a group, and give them time in class to begin the assignment.

Sum-up

Ask students:

What did we learn about dialogues today?

Elicit the difference between: "We're finishing the lesson now." and "We're finishing the lesson in five minutes."

What are the three ways to use the future? Give an example with each.