



## Level 2

### 3.2 Lesson Plan

#### Session 1

#### Check Homework

Check the **Write It** assignments from the last session in L2U3L1: the dialogue between two animals who watched the race between the tortoise and the hare. Pairs practice reading their dialogues together, and then volunteers read their dialogues to the class.

#### Warm-up

Watch **Words to Know**, stopping to give more examples and context as needed.

*For example:*

**Dance:** Ask if students like to dance. Does their school have dances?

**Waltz, Tango:** You may want to play music for the different dances. Ask what other dances students know.

**Partner:** Ask for examples of things they need partners for (dancing, playing certain games like tennis or chess, doing class activities, the dialogue activity they just did, etc.)

**Everything:** Point out the two words it is made from. Elicit similar words that they may know, and opposite words (all things, everybody, everyone, nothing, nobody).

**Step:** Give examples of stepping: baby steps, big steps. Ask if they know the steps of any dances.

**Toe:** Explain the difference between toes and fingers.

**Modern:** Can they think of a similar word? (new) An opposite word? (old) What other things can be modern? (clothes, furniture, houses, etc.)

**Polite:** Ask for examples (sorry, please, thank you, excuse me).

Put the following words on the board: **say / said, forget / forgot, I think so / I thought so**, and the **polite expressions** from the New Words and Expressions. Leave them on the board, and make sure to use them as much as possible throughout all of L2U3L2.

*For example:* Excuse me, what did you say?  
I'm sorry, I forgot what you said.

Encourage students to use the new words and expressions. You may want to keep a tally or give points.

#### Discussion

To introduce **must**, ask what time students have to go to sleep at night, or what time they have to be home after school. Repeat each sentence using **must**. Elicit that **must** means the same as **have to**, but is a very strong expression.



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**Movie**

Before the movie, make a table on the board with three columns:

**must do / don't have to do / mustn't do**

Have students copy the table, and tell them to watch and listen for things that Ben and Moby **must do**, **don't have to do**, and **mustn't do**.

If time permits, watch the movie through once. Then view it again, pausing when necessary, to fill in their tables.

After the movie, go over the tables. Ask what things they found that Ben and Moby **must do** (practice for the dance, know things about going to a dance, wear nice clothes, be polite); and some things that they **don't have to do** (wear a suit and tie).

Ask what they wrote for things they **mustn't do** (forget to say "please" and "thank you," be late, step on their partner's toes).

Elicit the differences among the three columns.

**Practice I**

Use the same table headings as above and add the following criteria about school. Students must put an **X** in the correct columns. To go over the answers, partners can ask and answer questions of each other.

**must / have to      don't have to      mustn't**

- |                        |                                       |
|------------------------|---------------------------------------|
| a. be late for school  | h. shout                              |
| b. wear a suit and tie | i. be polite                          |
| c. wear nice clothes   | j. bring our lunches                  |
| d. eat in the library  | k. speak English all the time         |
| e. do homework         | l. sleep in class                     |
| f. forget our homework | m. answer all the teacher's questions |
| g. buy our books       | n. arrive on time                     |

**Practice II**

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

**Homework**

1. Using **must**, write five rules for English class or for school in general.
2. Write five things that you mustn't forget.

*For example:* You mustn't forget to wash your hands before you eat.

**Sum-up**

Ask students what they understood from today's lesson.

Say, "I thought so!" in response to their answers.

Pantomime one of the new words, for students to guess. Call on students to pantomime other words for the class to guess.

Wonder out loud if there's anything that you didn't say, or anything that you forgot. Maybe more homework or a surprise quiz tomorrow?



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**Check Homework**

Ask if anyone forgot their homework. Have students read their rules, beginning each one with **We must** or **We mustn't**. You may want to write them on chart paper (or ask students to write them), and hang it in the room.

**Warm-up**

Ask students to tell you the polite requests they remember from the movie and write them on the board.

Tell students that in the movie Ben tells Moby to ask, "Would you like to dance?" Why doesn't he just ask, "Hey, do you want to dance?" Elicit the difference between the two.

Add the other two examples from the movie: "May I take your hat?"  
When does Ben ask that?

Do they remember, "Can I bring you something to drink?"

Introduce **Could** as another polite expression:

**Could** you open the window, please?

**Could** you bring me some water, please?

**Can** I help you?

Elicit other polite expressions: **excuse me** and **you're welcome**.

**Practice I**

Making Requests (asking someone to do something)

Students write questions.

Remind students that questions begin with capital letters, and not to forget the question marks.

- me / you / the / can / tell / please / time
- dog / look after / tomorrow / you / can / my
- more / like / some / you / would / cake
- with / me / you / help / could / this
- sit / like / you / here / would / to

Answering Requests

We usually answer requests the way we answer tag questions.

*For example:* Would you like a cookie?

Yes, I would.

In partners, have students ask and answer the questions from the exercise they just did. Encourage them to use short answers, as they have done with tag questions.



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**Movie**

Before the movie, put the following questions on the board. Play the movie, pausing, if necessary, for students to write or make notes about the answers. You may want to assign only one or two questions to each student.

- a. What is Ben excited about? (the dance on Saturday night)
- b. Why do Ben and Moby have to practice? (to get everything right)
- c. What dance do you do with a partner? (waltz, tango)
- d. What does Moby wear when he dances the tango? (a hat)
- e. What kind of clothes do you have to wear when you go to a dance? (nice clothes)
- f. What does Moby forget? (to be polite)
- g. What are some things you mustn't forget? (to be polite, to say "please" and "thank you," not to be late, not to step on your partner's toes)

After the movie, go over the answers.

**Practice II**

Students work on features from this lesson.

**Homework**

1. Circle the correct answers.
  - a. The food is too hot. You **don't have to** / **mustn't** eat it now.
  - b. **Can** / **Must** I speak with you for a minute?
  - c. **May** / **Would** you bring me that book, please?
  - d. You can go to the party, but you **can** / **must** be home by 11:00.
  - e. The show is beginning. We **mustn't** / **don't have to** be late.
  - f. Mom made a great cake. You **may** / **must** try it.
  - g. You **don't have to** / **mustn't** take pictures in the museum.
  - h. I can do this myself. You really **mustn't** / **don't have to** help me.
2. Look at the prompts and write three or more things they **must** / **don't have to** / **mustn't** do to:
  - a. become president
  - b. get 100 on a test
  - c. be a football player
  - d. learn a new language

The prompts:

study hard / go to school / play the guitar / smile a lot / visit other countries / live in the city / have a lot of money / have a big family / dance the tango / decide important things / be strong / run fast

Do the first one in class as an example.



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**Sum-up**

What do you say?

Give students the following scenarios and ask what they would say. Answers will vary.

*For example:* Your teacher has a lot of books in her hands.  
(May I help you? Can I take your books?)

- a. You want to sit, but you don't know the person next to you.  
(Can I sit here?)
- b. Your brother is watching a movie on tv. You want to watch a different movie. (Can we watch something else?)
- c. You're in a restaurant. You don't have any water.  
(Can you bring me some water, please?)



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**Session 3**

**Check Homework**

Go over the homework assignments.

**Warm-up**

Look around the room. "I see you're all wearing sweaters today. It must be cold."

Elicit this new meaning of **must** (when we think we understand something).

Ask students what they think they understand from the following sentences. Possible answers are suggested.

*For example:* Paul has a lot of books. ⇨ He must like to read.

- a. The child is screaming. (He must be scared.)
- b. My cousin never eats meat. (She must be a vegetarian.)
- c. He isn't answering the telephone. (He must be sleeping.)
- d. You have a lot of postcards. (You must collect them.)
- e. You worked all day. (You must be tired.)
- f. They didn't eat lunch. (They must be hungry.)

**Reading**

Students read the passage in **Read It** and answer the questions.

Ask students to underline the polite expressions in the passage.

Go over the polite expressions in the story.

Ask students if anybody guessed it was all a dream before the end.

Do they have examples of when they think something is "too good to be true?" Do they remember their dreams when they wake up?

For a second reading, break the students up into groups of three to read as a dialogue: Nikki, the boy and the narrator. The narrator can also be Nikki's mother at the end. Allow them time to practice, and then if time permits, groups can perform their dialogues for the class.

**Homework**

The homework is the writing assignment in **Write It**. Explain that they will write a dialogue between Nikki and one of her friends at the dance. You may want to give them time in class to begin the assignment.



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**Sum-up**

Ask students what they learned about the different uses of **must** (when we have to do something and when we think we understand something ).

Ask about the different uses of the modals **can, could** and **may** (when we make polite requests, when we ask for permission / if we can do something, and when we think something is possible).

Play the game I'm Thinking of Something.

After you give each clue, students say: It must be something.

*For example:* I'm thinking of something that's on my desk.

(It must be a book.)

I write with it.

(It must be a pen.)

Some suggestions are:

- a. I'm thinking of something that is green. / It grows outside. (a tree)
- b. I'm thinking of something that has four legs. / It lives on a farm. (a cow, dog, etc.)
- c. I'm thinking of something that is white. / It's round. / Moby loves to eat it. (an onion)
- d. I'm thinking of something that smells good. / It grows outside. (a flower)

Ask students if they can think of more examples.