



Level 2

4.5 Lesson Plan

Session 1

Check Homework

In pairs, students read their **Write It** assignments from the previous lesson: the personal narratives about going to the doctor. Call on volunteers to read their stories. Classmates can report on each other's narratives.

Warm-up

Watch **Words to Know**.

Use flashcards to go over the new words. Stick the words on one side of the board. Ask students to look at the words. Call on students to move the following words to the other side of the board:

- a. Words that have to do with noise. (call, cry, knock, thunder)
- b. A word that is a compound word. (babysit)
- c. Two words that are very popular with artists. (draw, paper)
- d. Someone in a family. Review other women in the family. (mother/mom, grandmother/grandma, aunt, sister)
- e. A word that can ask a question. (which)
Give an example of such a question.
- f. Some fruits and vegetables have them. (peels)
- g. A word that means to look after a baby. What do we call someone who babysits?
- h. A word that shows where something might be. (near)
- i. Review prepositions of place (on, in, behind, at, near, under, between).
- j. A phrasal verb. (cheer up)
Remind students what a phrasal verb is.

Discussion

To begin this discussion, tell or make up a story of what happened to you while you were babysitting. What happened while the baby was sleeping? Call on students to tell stories of times they babysat, or stories they might remember from when they had a babysitter. Encourage them to use the past progressive.

For example: While the baby was sleeping, _____.

Practice I

In pairs, students write 5 sentences using **may** or **might** about things that might happen while babysitting. Give a babysitter advice by writing another 5 sentences using **should**, **ought to** and **had better**. Pairs report to the class.

For example: The baby might sleep a long time. The babysitter had better bring a book.

Movie

Let's see what happened one day while Ben and Moby were babysitting. Watch the movie.

Watch again and ask students to watch for details, like problems that Ed had. (He has to study for a test. It rains while he's walking to Ben's house. He left the windows open.)



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Practice II

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

Homework

1. Complete the following sentences using the new words. Pay attention and use the correct tense. You may use a word more than once.
 - a. When he heard the loud _____, my dog was so scared that he ran under the table.
 - b. She _____ three times on my door and _____ me on the phone, but I didn't hear her.
 - c. I left Sam's letter _____ the book, but there was such a _____ in the room that we couldn't find anything.
 - d. The little boy asked for a piece of paper and then he _____ a beautiful picture. His _____ loved it and put it on the wall _____ her bed.
 - e. Do you know it's actually very healthy to eat the apple _____?
 - f. Do you always eat a _____ while watching television?
 - g. His mother _____ because he didn't _____ or write for two days.
 - h. I saw a very sad movie yesterday. I _____ a lot. When we left, my _____ wanted to _____ me _____, so she bought me some ice cream.
 - i. _____ movie did I see? It was very sad, but I forgot its name.
2. Give advice for the following situations.
 - a. I forgot my notebook at home.
 - b. I'm at school and I'm very hungry.
 - c. The police officer told me to stop.
3. Answer the following questions.
 - a. I'm lost and it's very late at night. What should I do?
 - b. I'm a small child at my friend's house. I don't know how to get home and I have no phone. What should I ask?

Sum-up

From the new words, which word is:

- a. something you do to make your sad friend happy.
- b. something you hear.
- c. a word that's only a **she**.
- d. something you feel.
- e. something you eat.
- f. a question word.
- g. something you do on the door when you arrive at someone's house.



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Session 2

Check Homework

Check the homework assignments.

Movie

Before watching the movie again, read the following sentences with the students.

Students number the events as they happened the first time Ben and Moby babysat for Abby.

- ___ Ed ran to Ben's house with his sister, Abby. (4)
- ___ Abby was drawing on some paper. (9)
- ___ Ed and Abby were walking in the park near Ben's house. (2)
- ___ Ben and Moby babysat for Abby while Ed went home. (5)
- ___ Ben stepped on the banana peel and fell. (8)
- ___ It began to rain. (3)
- ___ Ben was making a snack for Abby. (6)
- ___ Ed arrived as Ben was washing the walls. (10)
- ___ Moby ate a banana. (7)
- ___ Ed left his house and all the windows were open. (1)

Students work together in pairs to write a narrative paragraph using the sentences from the previous exercise. Put helpful connecting words on the board. Some examples are: first, next, then, after that, after a while, at the same time, so, finally.

Practice

Students work on features from this lesson.

Discussion

Ask students what they think a musician should have and should be able to do. (good hearing, play a musical instrument, knowing a lot about music)

What happens when a musician can't hear? Can he write or play music?

Bring a recording of Beethoven's 5th symphony. You can also find performances of it on the internet.

Play the first 30 seconds of the 5th Symphony. Elicit what they think the noise might be. Could it be thunder? A horse? A train? A knock at the door?

Read the first paragraph of the **Read It** with the class. Elicit and discuss any prior knowledge that students may have of Beethoven.

Reading

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

You may choose to play more of Beethoven's music, such as the last movement of the 9th Symphony.

Homework

Students do the assignment in **Write It**. If you listened to Beethoven in class, they may want to write about that experience.

Sum-up

Ask students to name two new things they learned in today's lesson.