



**Level 1**  
**2.3 Lesson Plan**  
Session 1

**Warm-up**

Introduce the new vocabulary with the help of the three pictures: Moby playing the drums / Ben doing homework / Moby making pizza. Show the pictures to the class and ask, "Is Moby cleaning? Is he eating?" Continue asking questions with other vocabulary they know: Is Ben running? Is Moby drinking? etc. Class repeats questions after you, and volunteers answer. Tell the students, "Moby is playing the drums. He isn't playing ball. He's playing the drums and making noise. Moby, please be quiet!" Repeat this procedure with the other pictures.

Introduce the following words:  
cook / do / drums / homework / make / noise / pizza / please / be quiet  
Now show each picture again and ask the class,  
"What is Moby / Ben doing?"

**Movie**

Watch the movie.

**Discussion**

Ask the class questions about Ben and Moby or about the movie, like: Is Moby tall? Is Moby doing homework? Are Ben and Moby friends? Ask the class what they know about questions in English. Remind the students how to form questions. Ask the students to work in pairs to create a question and an answer.

*For example:* Student A: What are you doing?  
Student B: I'm talking to you.

Ask some students to present their dialogues.

**Practice**

Ask the students to go over specific features independently in class or choose features to go over together with the class. Allot 20 minutes for this individual work.

**Check**

While the students are working, call on individual students and check their homework reading assignment from Unit 2 Lesson 2 (Session 3). Advise students who need additional review to practice reading in **Read It!**

**Homework**

Hand out a photocopied page with the following assignment or have students copy from the board:

Circle the word that isn't in the group

- a. cook / make / book
- b. desk / good / drink
- c. Ben / Ed / rabbit
- d. look / am / is



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- e. playing / sitting / jump
- f. make / hat / cake
- g. play / look / big

There may be more than one right answer. Ask the students to come prepared to explain their choices.

**Sum-up**

Review the new vocabulary with the help of the pictures & gestures.



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Session 2

**Warm-up** Quickly show students the three pictures of Ben and Moby. Then turn them over and ask students what they remember about the movie. Show them the back of the three pictures and ask the students to guess which picture you're holding by asking questions:

- a. Is Moby making pizza?
- b. Is Ed playing?
- c. Is Ben cleaning the room?

**Game** Play the game What am I Doing?  
A volunteer stands at the back of the classroom (or somewhere hidden), and pantomimes an action. The other students ask questions to determine what s/he is doing. They cannot look at the student, and must make their determination based only on the answers given by the volunteer.

*For example:* Volunteer: What am I doing?  
Student A: Are you cleaning?  
Volunteer: No, I'm not cleaning.  
Student B: Are you talking on the phone?  
Student A: No, I'm not talking on the phone.  
Student C: Is he eating pizza?  
Teacher: No, he isn't eating pizza.

Suggested actions:  
playing the drums / making pizza / doing homework / cooking

**Check** Go over the homework assignment, emphasizing correct reading. Since more than one correct answer is possible, ask students to explain their answers.

**Practice** Allot 15 minutes for students to work on specified features from this unit.

**Homework** Learn to write the word and two sentences in **Write It!**

- a. make
- b. Drink it!
- c. It's a good book.

**Sum-up** Call on students to produce questions with your prompts:  
What is / Where / Are you / Is Moby / drinking / doing / Who



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**Session 3**

**Warm-up** Dictate each sentence or phrase twice slowly while students write them down.

- a. It's a good book.
- b. make
- c. Drink it!

**Game** Hand out slips of paper to the students and ask them to write a name of one of their classmates on it. Help students with the spelling.

Now play the game: Who am I?

Each student writes his name on a piece of paper. Collect the names and mix them up. Hand out a name to each student which s/he fastens to another student's back with a paper clip. Students must walk around trying to find out who they are by asking their classmates questions. The students can only ask: Who am I? Where am I? What am I doing? Students' answers must not reveal the name fastened to their classmates' backs. The aim is to find out who you are as quickly as possible.

- For example:*
- a. Student A: Who am I?  
Student B: You're a boy. You're tall. / You aren't tall.
  - b. Student A: Am I tall?  
Student B: Yes, you're tall. / No, you aren't tall.
  - c. Student A: Where am I?  
Student B: You're here. / You're behind X.
  - d. Student A: What am I doing?  
Student B: You're talking / sitting / running / playing.
  - e. Student A: Am I \_\_\_\_\_? ( a name)  
Student B: Yes, you are. / No, you aren't.

**Movie** Watch the movie again. Ask students to count how many questions Ben asks. Can they repeat any?

**Homework** Ask students to copy the four prompts:  
drums / Ben / cooking / playing drums  
Tell the students that these are answers to questions. At home they should think of a question for which these prompts would be appropriate answers.

**Sum-up** Remind the students what you have done in the lesson:  
dictation /A game: Who Am I? / the movie / the homework assignment



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Session 3 (cont.)

Pantomime actions that belong in one of the above activities and ask the students which activity it is:

- a. playing the drums (movie)
- b. writing (dictation)
- c. fastening the names (the game)
- d. making pizza (the movie)