



**Level 1**  
**2.4 Lesson Plan**  
Session 1

- Check** Check homework. Call on pairs of students to ask and answer each other's questions.
- Warm-up** To teach and drill stative verbs, take one at a time. Ask: What do you hear? Class repeats after you: I hear noise / a bird / music. What do you see? I see a desk / a door / the teacher. What do you like? I like pizza / homework / Moby, etc.  
Play some music.  
Ask the students:  
"What are we doing?" and elicit, "We're listening to music."  
Then ask them, "Do you like it?"  
Tell the students that they hear noises but they're listening to the music and to you. At home, when they're doing homework, they hear noises (like friends playing outside) but now they're listening to music.  
Now they see the room, the window, the door and the desks but they're really looking at you, they're listening to you and to the music they like/love.  
Point out the new words (underlined), and that some verbs have **ing** while others don't. Can they repeat the verbs that don't take **ing** (see, hear, like / love)?
- Movie** Watch the movie.
- 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.
- Homework** Prepare hand outs or ask students to copy the exercise from the board.  
Explain the exercise first, as there may be more than one right answer. Ask students to be ready to explain their answers.  
Circle the word that isn't in the group  
a. look / stop / hear  
b. love / sit / like  
c. clean / make / like  
d. drums / jump / home  
e. eat / hear / see  
f. fine / sit / like  
g. yes / OK / not  
h. home / make / jump / like  
i. drink / eat / clean  
j. hear / look / see
- Sum-up** Review the new vocabulary.



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Session 2

- Warm-up** Review the new words using pantomime. Ask questions about the movie using the present progressive:
- What is Ben doing in the movie?
  - Who is coming home?
  - Where are Ben and Moby?
- Check** Go over the homework assignment. As there may be more than one correct answer, ask students to explain their answers.
- Practice** Write the sentences on the board and say: I like pizza, but I really love ice cream (underline the verbs). Students round robin answers using the models. Suggested prompts: I am listening and I hear Billy talking. I am looking (out of the window / in the room) and I see a tall boy.
- Game** Play the game: Do It!  
Teacher tells students what to do. Students respond by describing what they are doing and acting it out.
- For example:* Teacher: Do the homework!  
Students: I am doing it.  
Teacher: Look!  
Student: I see it. / I am looking.
- Prompts: sit / run / jump / look / cook / clean / eat / like / love / make
- Practice** Allot 15 minutes for students to work on specified features from this unit.
- Homework** Learn the three sentences in **Write It** for a dictation.
- Ben is cleaning.
  - I see it.
  - Let's eat!
- Sum-up** Call on students to produce sentences with prompts you give them: like / come / really / see / out of / playing / hear



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Session 3

**Warm-up**

Dictate each sentence or phrase twice slowly while students write them down.

- d. Ben is cleaning.
- e. I see it.
- a. Let's eat!

**Game**

Play Bingo. Have students prepare their cards and then play the game. Students fold a sheet of paper into three - horizontally and vertically. This Bingo card should have 9 squares (3x3). The squares should be big enough to contain a full sentence.

B I N G O		

On the blackboard write the verbs: clean / cook / do / eat / jump / look / make / play / run / sit

Ask students to write one sentence in each square with the form: "I am \_\_\_\_\_ now."

Before starting the game, walk around the class to check that students have correct sentences and that they have filled in all the squares.

Now call out a sentence: "You are playing." The student who has that sentence in one of the squares, shouts: "I am playing now." S/He crosses this square out.

The winner is the first student to cross out all the sentences in a row (horizontal / vertical or diagonal). The game can be continued until two rows or all six boxes have been crossed out.



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Session 3 (cont.)

**Movie** Show the movie again.

**Homework** Fill in the missing words from the board or a hand out.

am / book / cleaning / doing / fine / is / like / running / see

- b. Ben \_\_\_\_\_ home.
- c. Good job! I \_\_\_\_\_ it. It is good!
- d. Look! I \_\_\_\_\_ a big robot.
- e. Nikki is \_\_\_\_\_ homework.
- f. Ben is \_\_\_\_\_ a big room.
- g. Ed is \_\_\_\_\_ home.
- h. It is a good \_\_\_\_\_.
- i. I \_\_\_\_\_ OK. I am \_\_\_\_\_.

**Sum-up** Ask the students questions that will serve as a quick review of the whole unit:

What is the difference between:

- a. see and look?
- b. house and home?
- c. listen and hear?
- d. like and love?
- e. come and go?