



Level 1
4.5 Lesson Plan
Session 1

- Warm-up** Check the homework assignment from the previous lesson.
- Discussion** Write the expression on the board:
An apple a day keeps the doctor away.
Ask students to copy it down.
Discuss the meaning of the saying and why it is in the present simple. Ask students to give you a situation in which they would use the expression.
- Movie** Divide the class into three groups. Each group is given a task to do while watching the movie.
Group A: How many fruits are mentioned and what are they?
(4 kinds / 14-16 items / apples, oranges, bananas, grapes)
Group B: How many sweet things? *(2)*
Group C: How many times is the saying (An apple a day . . .) repeated?
(once, but 4 times in different variants)
- Practice** Students work on specified features from this unit at the teacher's discretion. Allot 15 minutes for this activity.
- Homework** Fill-in the missing words:

1. Give the opposites of: *sick*: _____
2. An orange, an _____ and some _____ are all _____.
3. eight, nine, ten, _____ and _____.
4. A week _____ seven days and a _____ _____ 28 - 31 days.
5. _____ you like bananas _____ oranges?
I like oranges, and you?
6. He's very good. He always _____ the things he has to people who _____ help.
7. Make the saying "An apple a day keeps the doctor away" true for you.
For example: Moby: A pizza a day keeps the doctor away.

Make a poster with your new saying. Add a picture.

- Sum-up** Think of rhymes. The answers must be words from the movie:
1. play / _____ (*away*)
 2. live / _____ (*give*)
 3. sleep / _____ (*keep*)
 4. band / _____ (*understand*)
 5. for / _____ (*or*)
 6. seven / _____ (*eleven*)



Level 1
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Session 2

- Warm-up** Review the new vocabulary with gestures, pantomime and pictures (of the fruit). Write the words on the board. You can now play with the words by erasing the beginning or end of each word and seeing if the students remember the words.
- Check Homework** Check the homework assignment. Call on students to show their posters in class. Let the students guess the saying in the posters.
- Practice** Students work on specified features from this unit at the teacher's discretion. Allot 15 minutes for this activity.

Game One and One
The aim of the activity is to review the new vocabulary and the present simple.

Procedure:

1. Prepare sentence strips of the sentences below (or prepare others).
2. Hand out a sentence to each student. Ask students to walk around and find somebody with a sentence that is similar to but different from their sentence.
3. Once students have paired, they sit together and report to the class what their sentences are, what is similar and what is different about their sentences.

If there are more than 20 students, sentences can be repeated.

Suggested sentences:

1.	(a) I read books in English	(b) I read books in Spanish.
2.	(a) We swim every day.	(b) He swims every day.
3.	(a) She writes letters every week.	(b) She reads letters every week.
4.	(a) I never go to Spain.	(b) I go to Spain every summer.
5.	(a) He is working from home now.	(b) He always works from home.
6.	(a) They write letters from Spain	(b) He writes letters from Spain.
7.	(a) The sun is shining now.	(b) The sun shines in the summer.
8.	(a) I ride my bike every morning.	(b) He rides his bike every morning.
9.	(a) The letter is from my friend.	(b) The letter is to my friend.
10.	(a) There are many animals in the zoo.	(b) There are many trees in the zoo.

Homework Write five pairs of sentences. Each sentence in the pair must be similar in some ways but different in others (like the game above). Tell students they will be asked to explain the difference between the sentences. The difference could be in the subject (name or pronoun), verb (present simple or progressive), location, time, etc.



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Session 2 (cont.)

Sum-up

Remind students of the different activities in today's lesson (Warm Up and Game). Take a vote on which activity they liked most and from which activity they feel they learned more. These might not be the same activities.