



Level 1
6.1 Lesson Plan
Session 1

Warm-up

Tell the class that something very strange happened to you last night. As you relate the story, write the new words on the board. Write the verbs in a separate column.

A suggested anecdote (the new words are underlined):

A strange thing happened last night. When I arrived home, there was a noise from the kitchen. It really scared me, so I closed the door behind me and phoned my Uncle Bob.

"Hello, this is your nephew!" but no one answered. I wanted my Uncle Bob to visit and to help. But I wasn't lucky; there was no one at home. I decided to be brave. I opened the door and walked in again. I opened the kitchen door. There was a man there!

"Hey! Who are you? Why are you here?" I shouted.

He looked at me and smiled, "Hi, I'm a ... a ... thief! Please don't shout!" (Show the picture of a thief.) He then opened the kitchen window and jumped out. I was so scared that I just looked outside and closed the window.

Elicit: When did all this happen? (last night/in the past)
Did the verbs change? How?

Ask students to retell the story.

Movie

Watch the movie. Ask the students to focus on the verbs.

Discussion

Explain the spelling rules (ed / d / ied / double consonant) and put the new verbs in the correct columns:

Add -ed	Add -d	Change y to i and add -ed	Double the consonant and add -ed
---------	--------	------------------------------	-------------------------------------

Together with students, think of verbs they already know, or go through their lists of new words in their notebooks. (See the verb list shown after this session's **Sum-up**.) Keep a separate column for irregular verbs.

Ask a volunteer to add the verbs to the correct columns as they think of them. Elicit their ideas about the separate column of verbs and why you didn't add them to the chart. Explain that they are irregular verbs and they'll learn about them in the next lesson.

Remind students of past time expressions. Elicit some and list them on the board (last night, a month ago, etc.). Students work with a partner, exchanging sentences, using the time expressions and past regular verbs on the board.

For example: Student A: I washed my dog last night.
Student B: I played basketball with my friends.



Level 1
6.1 Lesson Plan
 Session 1 (cont.)

Homework

Copy the new words into the correct boxes in the chart you'll find at the end of this lesson. Look at the words, see if they have letters above or below the line, and choose the box for each word.

Write five sentences about yourself or your friend in the past tense. Use time expressions.

For example: Last year, I visited my uncle. An hour ago, I arrived home.
 Yesterday, I walked to school.

Sum-up

Add another word to the group.

- uncle / nephew / man / _____ (boy / grandfather / father - males)
- shout / talk / smile / _____ (eat - mouth)
- strange / lucky / new / _____ (old / pretty - adjectives)
- no one / nobody / no / _____ (nothing / not - negatives)
- happy / pretty / brave/ ____ (lucky / good - positive adjectives)
- visit / come / _____ (arrive - going places)
- uncle / mother / grandfather / _____ (nephew - family)
- yesterday / last week / a month ago / _____ (past time expressions)

Verbs learned through U6L1

	Regular verbs	Irregular verbs
U1L1		be
U1L2	smell	
U1L5	jump, practice, stop, try	go, drink, run, sit
U2L1	clean, play, work	eat, shine
U2L2	answer, listen, look, talk, touch	fall
U2L3	cook	do, make
U2L4	like, love	come, hear, see
U2L5	help, need	know, sleep
U3L1	open	
U3L2	cheer	
U3L4	look for	
U4L1		swim, write
U4L2		sing
U4L3	live, walk, wash	bite, fight
U4L4	ask, smile	have
U4L5		keep, understand
U5L1		tell
U5L2	want	buy
U5L3	guess, remember	
U5L5	hate	
U6L1	arrive, decide, happen, scare, shout, visit	



Level 1
6.1 Lesson Plan
Session 1 (cont.)

Homework

Fill in the letters to make up the new words. Write the meaning and/or translation next to the words.

1.

--	--	--	--	--	--	--	--	--	--
2.

--	--	--	--	--	--	--	--
3.

--	--	--	--	--	--	--	--	--	--	--
4.

--	--	--	--	--	--	--	--	--	--
5.

--	--	--	--	--	--	--	--	--	--
6.

--	--	--	--	--	--	--
7.

--	--	--	--	--	--	--
8.

--	--	--	--	--	--	--
9.

--	--	--	--	--	--	--
10.

--	--	--	--	--	--	--
11.

--	--	--	--	--	--
12.

--	--	--	--	--	--	--



Level 1
6.1 Lesson Plan
Session 2

Check Homework

Ask students to read the words they wrote on the vocabulary charts.

To check the sentences, ask students to read their five sentences to a partner. Then call on students to tell the class what their partners did. Each student can say one sentence about his/her partner.

Warm-up I

Write the verbs on the board in three columns, according to their sound (**d / t / id**).

Tell students that when we add **ed**, it sometimes sounds like **d** (arrived); it sometimes sounds like **t** (looked); and it sometimes sounds like **id** (needed).

They should listen to the difference. Students can be referred to

Know More.

Movie

Watch the movie. Ask the students to listen to additional verbs in the past. How many more verbs are there? What are they?

After viewing the movie, add these verbs to the appropriate columns on the board.

The verbs: walked / looked / listened / jumped / smiled / wanted

Practice

Students work on specified features from this unit at the teacher's discretion. Allot 20 minutes for this activity.

Homework

ask / clean / hate / help / like / live / love / need / play / practice / remember / smell / stop / talk / touch / try / visit

Choose verbs from the verb pool to complete the sentences below. Don't forget to use the Past Simple.

- I _____ apples two years ago, but I _____ to eat an apple yesterday and I _____ it.
- Ben _____ his uncle yesterday. Together they _____ the house. Then they _____ basketball outside. When they _____ the game, they _____ a lot. Ben's uncle _____ Ben about school and about his friends.
- When I was a baby, I _____ food. Now I like to eat.



Level 1
6.1 Lesson Plan
Session 2 (cont.)

Warm-up II

Ask students to listen to the end sound of the verbs. Write the lists on the board again, deciding together which column to write them in.

d

loved
washed
happened
arrived
scared
smiled

t

liked
asked
looked
helped
talked
touched
worked
stopped
thanked

id

needed
wanted
decided
visited
shouted



Level 1
6.1 Lesson Plan
Session 3

Check Homework

Go over the homework assignment. Review the rules for the Past Simple regular verbs.

Add -ed	Add -d	Change y to i and add -ed	Double the consonant and add -ed
---------	--------	------------------------------	-------------------------------------

As you say verbs in the present tense, ask the students to shout out the past tense, and which column it belongs in. You can either number the columns, or the students can call out the rule. Ask a volunteer to write the past tense on the board in the correct columns, as the students say them.

Practice I

Read the feature **Read It** aloud with the students.

Tell students that they have now heard three different stories about thieves. Elicit what is the same and what is different about the three—in the movie, your anecdote, and **Read It**. (only two are really thieves; they're scary/funny; all happen in the house; all were in the kitchen; all have a happy ending)

Point out the plural form of **thief**.

Practice II

Students work on specified features from this unit at the teacher's discretion. Allot 15 minutes for this activity.

Practice III

Write the new words on the board in three groups:
nouns / verbs in the past / adjectives

Add two other groups: expressions of place and expressions of time. Elicit a title for each group. Explain that sentences can have a different word order, but time and place expressions usually come at the beginning or end of a sentence. Together, produce sentences with the words on the board.

Now ask students to produce four sentences on their own. You might want to add **was / were** to the verbs and the articles **a / an / the**.

Homework

1. Ask the students to learn the new words for a dictation, and be prepared to write five sentences with the new words.
2. Assign the writing assignment in **Write It**.

Sum-up

Write these verbs on the board:

arrive, decide, visit, need, want, try, help, like, hate, live

Round robin. Each student has to choose two verbs and say two things they did, using the past tense.