



Level 2

1.1 Lesson Plan

Session 1

Discussion

Write the idiom “Reach for the stars” on the board.

Students copy the idiom. Explain the individual words and the meaning of the idiom. Is it always good to reach for the stars? Elicit characteristics of someone who reaches for the stars. In the discussion, introduce the new word **learn**.

For example: Learning helps us reach for the stars so that we can be whatever we want to be.

Check Homework

Check L1U6L5 homework assignment.

While checking, introduce two new words:

cousin: Uncle Fred’s child is Nikki’s cousin.

hobby: Playing the piano is Nikki’s hobby.

Warm-up

Introduce the rest of the new vocabulary and write the words on the board.

- Show the picture of the **globe** or use a real one. Elicit what information can be found using the globe. It helps when we learn **geography**. Where can we find more **information**? **Look it up** on the computer.
- Introduce **collect** / **postcard** / **collection**.
- Show the picture of **astronomy**. Elicit the name of people who study astronomy (astronomer). What do they study? (the stars)
- Take up:** Ask students if there’s anybody who took up a hobby? Who?
- Add **take after** to the list. Tell the class that you take after your mother / father who also has brown hair and eyes. Ask students who they take after.
- Add the word **count** and ask a student to count how many new words are on the board. Now add the two countries: **Russia, Turkey**. How many words are on the board now? Find the two countries on the globe.

Movie

Watch the movie. Find out:

Who is Larry?

Who wants to reach for the stars? Why?

Practice I

Introduce phrasal verbs by writing the following sentences on the board. Ask students to look at the two columns and think about how they’re different.

He **looked** at the picture.

Look out! You’re falling.

She **takes** him home after school.

She **takes after** her mother.

Elicit the difference between the two columns.

Remind students of the phrasal verbs they’ve learned:

look for / look up / look out / look after / take after / take up



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Practice II

Students work on specified features from this lesson at the teacher's discretion, such as **Words Words Words** or **Hear It, Say It**. Allot 10-15 minutes for this activity.

Homework

1. Circle the correct word.
 - a. If you like (geography / astronomy), you like to (learn / count) about the (stars / hobby).
 - b. I (take up / take after) my father. He (collect / collects) postcards, and I do too.
 - c. If you want more (globe / information) about Turkey, (take it up / look it up) on the computer.
 - d. My mother loves her hat (collection / cousin).
 - e. Her (cousin / collection) always tells her she has too many, but she (doesn't / don't) listen.
 - f. Moby (reaches / learns) everything because he's so tall.
2. Make ten (10) words using the letters in the word **information**. For every word, each letter can appear only once.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____
 - i. _____
 - j. _____

(in / for / it / on / no / at / of / or / to / too / ran / ant / not / man / from / rain / fair)

Sum-up

- Look at the new words on the board. Find:
- a. something you learn (astronomy, geography)
 - b. something you look up (information)
 - c. something that shines (star)
 - d. something that has a picture (postcard)
 - e. not one, but many (a collection, count)
 - f. my uncle's daughter (cousin)
 - g. how many (count)
 - h. something you do but not in school (a hobby)



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Check Homework

Check both homework exercises.

Warm-up

Use flashcards to introduce the numbers 11-20, 30, 34, 40, 42, 50, 55, 60, 67, 70, 71, 80, 89, 90, 98, 100, 104 (or choose any other number flashcards that you want). Write column headings on the board (11-20 / 30s / 40s, etc.).

Explain the different endings between the teens and the rest of the numbers. Call on students to bring up different numbers. Tape them into the correct columns.

Game

What Number Are You?

- a. Make enough number flashcards for each student. Numbers should start from 11.
- b. Write the question "What number are you?" on the board.
- c. Randomly hand out a number flashcard to each student. Students should not show their cards to their classmates.
- d. Now tell the students they have 3 minutes to form a long line in front of the board. They should be in consecutive order starting from 11.
- e. Students organize themselves by asking each other: "What number are you?" or "What number do you have?" Anybody who shows the number card is out of the game.
- f. The aim is to see if they can beat the clock. Can they form a line of consecutive numbers in less than 3 minutes?
- g. If students enjoyed the game and there is a learning atmosphere, the game can be repeated. In this case, students exchange cards with each other. The aim this time is to beat their previous time.

Movie

Tell the class that they are going to count like Ben and Moby. Allot each row/group a different counting assignment while watching the movie:

- a. Count how many names of countries you hear. (3)
- b. Count how many times you hear the number 20. (4)
- c. Count how many times you hear the number 30. (6)
- d. Count how many times you hear the word **postcards**. (15)

After the movie, check who counted correctly.

Practice I

What Do You Do?

Print out copies of the Phrasal Verb graphic organizer and the cards that you'll find at the end of this session. Make enough copies for pairs or small groups. Cut up the cards. Students take turns placing the cards on the organizer, using each expression in a sentence.



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Practice II

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

Homework

Hand out the homework assignment. Answers found in the next session.

1. Break the code! Each number stands for a letter.

a = 3	b = 11	c = 13	d = 15	e = 17	f = 19	g = 21
h = 25	i = 26	j = 28	k = 34	l = 46	m = 48	n = 55
o = 58	p = 59	q = 64	r = 65	s = 66	t = 72	u = 83
v = 85	w = 97	x = 99	y = 100	z = 111		

2. What is the sentence? Don't forget to start each sentence with a capital letter!

a. 97/25/17/55 100/58/83 65/17/3/13/25 19/58/65
 72/25/17 66/72/3/65/66, 100/58/83 97/3/55/72
 72/58 15/58 100/58/83/65 11/17/66/72.

b. 15/58/55/72 13/58/83/55/72 72/25/17 66/72/3/65/66.
 72/25/17/65/17 3/65/17 72/58/58 48/3/55/100.

c. Now write your own sentence using the number code.
 Use at least ONE of the new words in your sentence.

Sum-up

A Hundred!

- Call on two groups of eight to stand by the board.
- Hand out a number flashcard to each team member.
- When given the word "GO!", students must find a way to reach 100. This might be achieved with 2-6 numbers by simple addition. Numbers can't be used twice.
- The first team to reach 100 calls out "a hundred!"
- A team member now calls out the numbers to show how they reached a hundred.

Suggested numbers: A: 20 / 27 / 23 / 38 / 16 / 17 / 18 / 42
 B: 15 / 19 / 45 / 21 / 64 / 33 / 14 / 13
 For example: 42 + 18 + 23 + 17



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What Do You Do?

I look for	I look after	I look up	I take up	I take after

a new word	the new puppy
some information	the baby
answers in a book	a new hobby
my keys	collecting old pictures
a good birthday gift	a new language
a lost dog	my uncle Joe
my little cousin	my grandfather
	my mother

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Session 3

**Check
Homework**

Check the two decoded sentences.

- a. When you reach for the stars, you want to do your best.
- b. Don't count the stars. There are too many.

Call on students to read out their coded sentences. Students call out the numbers only. They can say "Stop!" between words.

As students read, their peers write down the numbers and decode using the code provided for the homework assignment.

Practice

On cardstock, prepare enough sets of the following sentences for a partner activity. The partners lay out the cards and find the matches. One student says a sentence and the second student responds. For more direction, you can color-code the cards from the two columns.

To make the exercise more difficult, give only the phrasal verbs and the students think of a response.

- | | |
|--|------------------------------------|
| a. Where is my homework? | I don't know. Look for it. |
| b. You have pretty eyes. | Thank you. I take after my father. |
| c. I like to learn new languages. | So take up Spanish. |
| d. I don't know that word. | Look it up! |
| e. My little cousin is visiting today. | Let's look after her. |

Reading

Pairs practice reading the passage in **Read It** and answer the questions. Allot 10 minutes for pair work. Go over the questions and discuss the passage in class. Additional questions for discussion:

- a. What makes a language a living language?
(when it has new words all the time)
- b. How is English different from other languages?
(No other language has so many words.)
- c. How old is the English we speak? (about 600 years old)
- d. What are three ways we make new words?
(We take from other languages. / We put two words together and make one word. / We use phrasal verbs.)
- e. Why do we need new words? (because we always have new things we want to give a name to)



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Session 3 (cont.)

Writing

Bring examples of diaries to class. Why do people keep diaries? Share the sample with the class and discuss how diary entries are written (first person, personal feelings) and the format (date, greeting).

If time permits, have students practice writing diary entries in class.

Ask for volunteers to share.

Date
Dear Diary, This morning, I felt sick so I didn't go to school. My mom didn't want me to be home by myself, so my grandfather came to be with me. I feel OK now.

Homework

The writing assignment in **Write It**.

Learn the two new expressions by heart. Learn their meaning.

The expressions: Reach for the stars. / Live and learn.

Sum-up

Add another word:

- a. thirty / forty / fifty / _____ (sixty)
- b. French / Turkish / Russian / _____
(Chinese / Italian / English / Spanish / Greek)
- c. look up / take after / _____ (look for / look out / take up)
- d. twelve / thirteen / fourteen / _____ (fifteen)
- e. look up / look for / _____ (look after)
- f. twenty-five / thirty / thirty-five / _____ (forty)