



Level 2

1.4 Lesson Plan

Session 1

Warm-up

Introduce the reflexive pronouns by telling the students that you came to school by yourself; nobody brought you. Ask who else in class came by themselves.

Write the pronoun **myself** on the board and have students produce the sentence, "I came to school by myself."

Students can do a chain drill:

Did you come by yourself?

Yes, I came by myself. / No, I didn't come by myself.

Practice I

What else do I do myself?

Pantomime the following actions while you say the expressions and the class repeats: washing yourself / dressing yourself / feeding yourself.

Write the sentences with **dress** and **feed** on the board as you say them: I dress myself. / I feed myself.

Write the reflexive pronouns on one side of the board. Ask students to copy them.

Using one of the sentences on the board, do a substitution drill with the list of reflexive pronouns:

I - I feed myself.

You - You feed yourself.

He - He feeds himself, etc.

Prepare 6-7 flashcards with verbs that can come with a reflexive pronoun. Call on students to pantomime the verb together with a reflexive pronoun, while the class guesses. Suggested verbs:

wash / dress / ask / cook / buy / know / send / smile to

After the class has guessed the verb, the students produce a sentence with the verb and its reflexive pronoun.

Practice II

Introduce the new vocabulary. Use the images of the four mammals, and other pictures that you have, to introduce the words: **mammal, warm, blood, horse, feed, look after, kind(s) of, puppy**. Introduce the remaining new vocabulary. Write the new words on the other side of the board.

Students copy the words into their notebooks and write five Connect Two sentences using any of the words. Remember that a Connect Two sentence connects two vocabulary words in any way that the students want, using the formula: _____ and _____ are connected because _____.

For example: Blood and horse are connected because a horse has blood.

Movie

Tell the class that today's movie is about mammals. As they watch the movie, ask students to:

- count how many different mammals there are. (8)
- count how many different dogs there are. (3)



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

Homework I Find the 16 new words in the word search.

- Write down the words you find. Which 5 words appear twice?
- Which word appears 3 times?
- Choose 5 words and write sentences with them.

a	c	t	s	l	m	a	m	m	a	l	c	a
w	h	a	t	d	o	y	o	u	m	e	a	n
a	k	i	n	d	i	o	e	p	u	p	p	y
r	b	b	l	o	o	d	k	c	u	t	e	t
m	f	l	y	d	r	r	c	a	n	t	a	h
c	c	l	o	t	h	e	s	o	f	l	y	i
k	a	u	a	o	f	s	w	p	e	t	h	n
f	n	n	t	e	d	s	f	e	e	d	e	g
h	o	r	s	e	w	a	r	m	d	y	a	r

Answer Key: All 15 new words + can't

Appear twice: blood, cute, feed, fly, warm; appears three times: can

Homework II Choose a reflexive pronoun from the box to complete each sentence.

myself / yourself / himself / herself / itself / ourselves / yourselves / themselves

- He cooks for _____ every day.
- They live by _____.
- That little girl is feeding _____.
- We dress _____ every morning.
- I like _____, and I think others do, too.
- My dog never takes _____ for a walk.
- Can't you think for _____?
- Please look after _____ when you go on the trip.

Note: Discuss with the students how the last two can be singular or plural.

Sum-up Call on students or ask volunteers to come to the board. They choose one of the words on the board (new words or reflexive pronouns) and give their own definitions or sentences for the class to guess the word.

For example: a warm-blooded animal
 answer: a puppy

The class can have three guesses. Whoever guesses comes up to choose a word and challenge the class. If no one guesses, the student chooses another word.



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Check Homework

Check both homework assignments. Write the new words on the board as they come up. Remind students that **look after** is another phrasal verb. Ask students to fill in the two sentences on the board with **keys** and **baby**:

I'm looking for the _____.
I'm looking after the _____.

Practice I

Introduce the modal **can** by writing the sentence: "We can speak English."

Ask students: Can you speak Chinese / Spanish?
Can you swim?
Can you read?
Can you dress yourself?

Elicit the answers: Yes, I can. / No, I can't.

Game

Can You?

Students form groups of 10. Each group member gets a slip of paper with a question. Suggested questions below.

Students question their group members. Answers must be "Yes, I can." or "No, I can't." A student who gives a positive answer writes his/her initials beneath the question. Allot 10 minutes for this stage.

Group members reunite and count how many positive answers they have for each question. Students report their findings to the class:

_____ can play the guitar. _____ can't sing well., etc.

Elicit from the class what they learned from these questions. What do they now know about the verb **can** in the positive, negative and question forms? Ask for examples.

Suggested questions:

Can you speak three languages?
Can you ride a bike?
Can you make a cake by yourself?
Can you ride a horse?
Can you write the word **literature**?
Can you sing well?
Can you dance?
Can you play the piano or the guitar?
Can you cook anything?
Can you play tennis?



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Practice II

With the students, generate a list on the board of jobs/professions that they know:

mailman	sailor	president
teacher	astronomer	astronaut
musician	basketball player	librarian
doctor	writer	magician

With a partner, students write down five things these people can/can't do. Roundrobin: students take turns telling the class one of their sentences.

Movie

Watch the movie. While watching, students write at least three **who** questions.

For example: Who can feed himself? (Fighter)
Who can't eat by themselves? (baby mammals)
Who can run by themselves? (some baby horses)
Who can fly? (some mammals/different kinds of mammals/birds)
Who can do everything by himself? (Moby)
Who can't do anything by himself? (the puppy)

Practice III

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

Homework

- Write questions and answer them using the word pairs below.
Look at the example: puppies / speak English
Can puppies speak English? No, they can't.
 - puppies / fly
 - birds / dress themselves
 - dogs / swim
 - people / give blood
 - babies / look after themselves
- Complete the sentences. Each sentence must include a form of **can**.
 - It's very warm today, so we _____ outside.
 - It's very late, so she _____ today.
 - That puppy is very cute, so you _____.
 - It's raining, so _____.
 - The teacher is sick, so _____.
- Learn the new words for a dictation.

Sum-up

Ask students to think about the activities they did today: check homework, **can** questions, movie, **who** questions, features.
Call on students to produce a sentence about / from one of these activities.



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Check Homework

Check both homework assignments.

Warm-up

Introduce the lesson by discussing the day, the season and the weather using: **cold / rain / warm / hot / sun shining.**

Ask students what they can / can't do on a day like today.

Dictation

Slowly dictate each word twice. Students write down the 15 words they have learned.

The words:

can / mammal / blood / warm / horse / puppy / feed / anything / cute / dress / clothes / fly / look after / kind(s) of / mean

Ask students to write sentences with any five of these words.

Practice

Brainstorm with the class all the animals they have learned and write them on the board—some singular, some plural. Make a table such as the following, adding any verbs or expressions the class thinks of:

Animals		Verbs
birds		fly
ants		feed themselves
a puppy	can	look after themselves
a horse	can't	do anything
rabbits		do everything
a man		play an instrument
		dream
		smile
		eat
		swim
		sing
		run
		read

With a partner, students write down two positive and two negative sentences, and two questions. They can then ask and answer questions with the other pairs. Prompt them to ask different kinds of questions: Who can read? What animal can fly?

Reading

In pairs, students practice reading the passage in **Read It** and then answer the questions.

Pairs write down two facts they learned about puppies.



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Homework

1. Arrange the words into sentences.
 - a. herself / She / about / talks
 - b. can / themselves / Some / horses / run / by / baby
 - c. can't / Puppies / themselves / feed
 - d. mother / tells / to / myself / My / look after / always / me
 - e. before / the / I / dressed / party / myself / I / went / to
2. The writing assignment in **Write It**.

Sum-up

- Which word doesn't belong in the group? Any answer can be accepted as long as it comes with an explanation of why the word is different.
- a. myself / ourselves / himself / yourself (ourselves)
 - b. horse / dog / rabbit / mammal (mammal)
 - c. drink / food / eat / feed (food / drink)
 - d. look after / look up / look for / fly (fly)
 - e. hot / cute / warm / cold (cute)
 - f. pajamas / shirt / clothes / sweater (clothes)