



Level 2

2.1 Lesson Plan

Session 1

- Dictation** Choose any or all of the vocabulary words from L2U1L5 and slowly dictate each word twice. The words:
ball / between / catch / get ready / line (in line) / next / show / slow down / smart / speed up / stick / take part / throw / warm up / wonderful
- Check Homework** Go over the **Write It** homework from the previous lesson.
- Warm-up** Tell the students that you're very excited because the class is going to have a party tomorrow. Write "We're going to have a party" on the board. Discuss the meaning and form of **(be) going to**, namely **(am / is / are) going to + infinitive**, and practice some sentences with the class in a substitution drill:
We're going to have a party.
I: I'm going to have a party.
They: They're going to have a party, etc.
- Practice I** Party Chain Drill
Go around the room. Each student has to remember what the previous students said, and then add to it.
For example: The teacher starts: We're going to have a party. I'm going to bring some cookies.
Next student: The teacher is going to bring some cookies and I'm going to bring my guitar.
Next student: The teacher is going to bring some cookies, X is going to bring her guitar, and I'm going to bring some magic tricks....
- Practice II** Introduce the new vocabulary:
tomorrow / future / job / artist / musician / president / firefighter / astronaut / hero / space / museum / truck / hard / exciting / peace
Ask students to write three future sentences using any of the new words plus the construction **(be) going to + verb**. Ask volunteers to share their sentences with the class. Allot ten minutes for this activity.
- Movie** Ask students to guess what the movie is going to be about. While watching the movie, students should focus on what each character is going to be in the future. (Nikki—an astronaut; Ed—a musician; Mike—an artist; Ben—the president; Moby—a firefighter)



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Session 1 (cont.)

Practice III

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

Homework

1. Choose words from the box to complete the sentences.

artists / astronaut / exciting / future / going / hard / hero / job / museum / president / show / space / to / tomorrow
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- a. Nikki is very happy that she is going to be an _____. She dreams about flying into _____. She knows it is going to be an _____ job.
 - b. Ed is _____ to be a musician. He is going to work _____ because it's what he loves to do.
 - c. In the _____, Ben wants to be the _____ and help people make peace.
 - d. We're going _____ visit my uncle _____. He's going to take us to a _____ to look at the pictures. My uncle knows many _____ and I can't wait to see their pictures.
 - e. My mom is a teacher and she loves her _____.
2. Write three things you are going to do tomorrow.

Sum-up

Tell the students that after school, you are going to go home and watch a movie. Ask a few students to complete the same sentence:

After school, I am going to _____.



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Session 2

Check Homework

Go over both homework assignments. Call on students to write their sentences with **going to** on the board.

Go over the sentences. Then ask students to change the sentences to negative.

Warm-up

Discuss the negative form of **(be) going to**.

Introduce the interrogative and change each sentence to a question.

Practice I

What Are You Going to Do Tomorrow?

Have prompts on the board. The students might help you think of them or you might want to prepare them on flashcards that you pass out.

The students make a future sentence using a prompt from the board or the card they received, plus any other cues you give them.

For example:

sleep late ⇒ I'm going to sleep late.

have a quiz (cue: they, negative) ⇒ They're not going to have a quiz.

Possible prompts:

- | | |
|-------------------|----------------------|
| a. go to a movie | e. see a firefighter |
| b. clean my room | f. look after a baby |
| c. play the drums | g. play basketball |
| d. do homework | h. visit my cousin |

Discussion

Hold up a book and say: This is my book. This book is mine.

- Write the two sentences on the board. Elicit the difference between the two. (In the first sentence, the possessive is followed by a noun.)
- Write both forms of the possessives in two columns on the board, under the headings "possessive adjectives" and "possessive pronouns," and students copy into their notebooks.
- Now collect 10 pens and pencils from different students. A volunteer has to return the pens to their rightful owners saying "This is yours, isn't it?" The students answer, "Yes, it's mine," or "No, it isn't mine."

Movie

Tell students to raise their hands every time they hear a possessive pronoun in the movie. Then pause the movie, call on a student to repeat the sentence, and ask questions:

Student repeats the sentence in the movie: That hat is hers.

Teacher asks: Whose hat is it?

Student: It's Nikki's hat.



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Session 2 (cont.)

Practice II

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

Homework

1. Change the sentences using a possessive pronoun.
For example: That is my book. That book is mine.
 - a. That is her house. That house _____.
 - b. My book is on the table. The book on the table _____.
 - c. Those are their hats. Those hats _____.
 - d. This is their president. _____.
 - e. Your food is in the kitchen. _____.
 - f. It isn't his book. _____.
 - g. She's my friend. She's _____ of _____.
2. Circle the correct possessive.
 - a. **(Your/Yours)** sweater is new. Are those clothes **(your/yours)**?
 - b. That letter is **(her/hers)**. She sent **(her/hers)** letter yesterday.
 - c. It's **(my/mine)**. Please don't touch **(my/mine)** computer.
 - d. It's **(theirs/their)** work. I know it's **(their/theirs)**!
 - e. She was **(our/ours)** teacher and she is **(our/ours)** hero!
We're so lucky she was **(our/ours)**!
3. Ask questions for the following answers.
For example: Where are you going to sleep?
We're going to sleep in his house.
 - a. _____?
Yes, he's going to come home soon.
 - b. _____?
Ben's going to be the president.
 - c. _____?
Because we're going to be busy next week.
 - d. _____?
No, she isn't going to come with us.

Sum-up

- Change the sentences using the prompt.
- a. She's going to do that work. (not)
 - b. That's our job! (ours)
 - c. She went to visit them yesterday. (tomorrow)
 - d. We're going to bring home a puppy. (not)
 - e. It's their puppy. (theirs)
 - f. Next year, that is going to be my house. (mine)



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Session 3

Check Homework

Check the three homework assignments.

Practice

Write the following time expressions on the board.

In the future / Tomorrow / Next week/month/summer/year /
One day / In five minutes/days/weeks/years / On Saturday/Monday

In pairs, students ask and answer each others' questions using the following prompts and the above time expressions.

Sample prompts: Play with your friend / Watch TV / Do your homework / Visit a friend / Go to a movie / Study / Go to school / Help your mom

For example: Have dinner

A: When are you going to have dinner?

B: I'm going to have dinner at 7:00.

Reading

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

Pairs take roles (Tom or Grandfather) and prepare for a dramatic reading of the passage.

Call on pairs to read the dialogue in class.

Writing

Hand out the printable letter sample included at the end of this session. Students fill in the missing parts.

Discuss the difference between a friendly letter and a diary entry.

You may want to discuss the five parts of a letter.

Heading: date and place (optional)

Greeting: Hi, Dear,

Body: at least one paragraph

Closing: Yours, Your friend, Love,

Signature: your name

Homework

The writing assignment in **Write It**. Students will write a friendly letter about a job they are going to do in the future.

Sum-up

Using the time expressions on the board, students say something about themselves using **(be) going to** and a time expression (in the future, tomorrow, next week/month/summer/year, one day, in five minutes/days/weeks/years, on Saturday/Monday, etc.)



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Friendly Letter sample

_____ Mike,

Thank you for the letter you sent me last week. I'm very happy that you have a new job you like.

Last night, I spoke to my grandfather. He told me some interesting stories. He's cool! He's a doctor, you know. I don't know if I'm going to be a doctor. It's too hard.

Your friend,	New York	Tom	Dear	12/3/2011
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