



Level 2

4.1 Lesson Plan

Session 1

Warm-up

Start the lesson by discussing today's weather. Write the word **weather** on the board.

Elicit the words students already know about the weather (warm, sun, shine, hot, cold, rain, snow) and introduce **wind** and **blow**.

Discuss the importance of weather to the clothes we wear.

Write **warm weather** / **cold weather** in two columns. Introduce the new clothing words along with clothing words they already know. Using pictures or word cards, have students put the following words in the appropriate column: **shorts, shoes, pants, coat, scarf**, raincoat, hat, shirt, sweater. Elicit discussion if some words go in both columns.

Introduce **put on** and **take off**. Explain the difference between those and **wear**.

Show **Words to Know**, stopping to give examples, ask questions and elicit sentences.

Pantomime some of the new words and have students guess the words. Call on volunteers to pantomime the words.

Introduce the remaining six new words:

as / while / suddenly / start / laugh / ring.

Practice I

Introduce the past progressive.

Say a few sentences about what you were doing at different times last night. Ask students what they were doing at 8 o'clock last night. What were they wearing? Was it raining/snowing? Was the wind blowing? Was the sun shining?

Write two responses on the board, highlighting the past progressive.

Elicit that the sentences are in the past. Elicit the form (**be** + Verb + **ing**).

Remind students of the past form of **be**.

Elicit the difference between the following sentences:

- a. I put on my shoes and then it started to rain.
- b. While I was putting on my shoes, it started to rain.
(The second describes an action that was interrupted.)

Point out that the time expressions **while, as** and **when** are often used with the past progressive.

Ask students to finish the sentences you start.

Suggested prompts:

- a. When I went out, the wind was...
- b. The phone suddenly rang while I was...
- c. It started to rain while we were...
- d. Something strange happened while we were...
- e. My mom came home as I was...



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Session 1 (cont.)

Movie

Ask students to look at the words and guess what the movie is about.
Watch the movie.

Divide the class into two groups. Watch the movie again, and assign the following tasks. Group A counts how many different kinds of weather are mentioned. Group B counts how many different clothing items are mentioned.

Go over the results. Repeat the words using the past progressive, e.g.:

When the movie started, the sun was shining.

Ben was putting on his raincoat when...

Practice II

Students work on specified features from this lesson, such as **Words Words Words** or **Hear It, Say It**.

Homework

1. Write the new words in the right group. Words can be in more than one place.

Weather / Clothes / Verbs / Adverbs / Time

2. Put the verbs in the Past Progressive (**was/were** + Verb + **ing**).

a. At 9 o'clock last night, we _____ a movie with them.
(watch)

b. As I _____ home yesterday, I met my friend, Sally. (walk)

c. The phone rang while I _____ my homework. (do)

d. It _____ when I woke up. (rain)

e. They _____ about Frankenstein when somebody suddenly shouted for help. (read)

f. When I walked outside, the wind _____. (blow)

3. Add two sentences of your own. Try to use the new words.

Sum-up

Call on volunteers to pantomime. The class guesses the action.
The prompts can be written on cards or whispered to the volunteer.

What was Ben doing at 3:30?

Prompts:

- He was putting on his coat.
- He was listening to music.
- He was taking off his shoes.
- He was putting on his pants.
- He was laughing with Moby.

What was happening when the telephone rang?

Prompts:

- You were playing ball outside.
- You were putting on your hat.
- The wind was blowing.
- The weather was cold.
- You were blowing out the candles on your birthday cake.



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Check Homework

Check the homework assignments. Write down the new words as they come up. Elicit the past forms and the plural of the nouns.
Remind students of the rules that apply in each case.

Warm-up

Bring in pictures of various actions/activities. You can find many pictures in magazines, newspapers or on the internet.
Write different time expressions on the board (at 1:00, yesterday, last night, etc.). Students use the pictures as prompts to answer what was happening at different times.

Discussion

Write the sentences on the board:

- a. They shouted when the teacher came in.
- b. They were shouting when the teacher came in.

Discuss the difference between the two sentences.
Remind students that the past progressive is an ongoing action that happened in the past. When things happened one after the other, or when the action is finished, we don't use the past progressive.
Elicit the negative and question form of the past progressive.
Together with the class, change one of the sentences in the homework assignment (Session 1, homework assignment #2) into the negative and another into a question.
Pairs change three other sentences into the negative and three into questions. At least one of the questions should be a **Wh-** question.
Review the spelling rules of the past progressive. Ask students to add **-ing** to the following verbs: **write / cook / try / cut / play / open / begin**.

Movie

Watch the movie. Pause at various points to ask about the scene they just saw: What was happening? Students must answer using the past progressive.

Practice I

Students work on features from this lesson.

Practice II

Prepare enough strips of the following phrases for students to work in pairs. Alternately, make one larger set to use with the whole class by taping the strips to the board. Students must match the phrases to form sentences.

He was sleeping when	the phone rang and woke him up.
We were walking to the store when	it started to rain.
She was riding her bike when	she had an accident.
I was watching a movie when	my friend arrived.
My uncle was cooking when	he cut his hand.



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Session 2 (cont.)

Homework

1. Fill in the Past Simple or Past Progressive.
- We _____ (cut) the onions when the door suddenly _____ (open) and a thief _____ (walk) in.
 - He _____ (wear) a black coat and scarf. We _____ (can) hardly see his eyes. He _____ (say) he _____ (be) sorry, but he _____ (have) work to do in our house. I _____ (want) to laugh.
 - Suddenly the phone _____ (ring). He _____ (answer) it and _____ (say) he _____ (have) no time to talk on the phone. He _____ (put) the phone back. While he _____ (take) our things, we _____ (start) to shout, but he just _____ (laugh).
 - I _____ (not understand) why he _____ (laugh). It _____ (not be) funny at all!
 - When he _____ (finish), he _____ (close) the door behind him and quickly _____ (walk) away.
 - We _____ (be) still _____ (sit) on the floor when my father _____ (come) home after an hour. He _____ (help) us.
 - Luckily, as the thief _____ (run) away, a car _____ (stop) him. Two men _____ (come) out. They _____ (wear) black raincoats. They _____ (tell) the thief to stop. "What _____ (be) you _____ (do) at 10 o'clock?"
 - "I _____ (buy) some things," he _____ (answer). "Really? Well, someone just _____ (tell) us that you _____ (visit) him. You _____ (come) and _____ (take) things from his house. You just _____ (open) the door while they _____ (cut) vegetables. That's not very nice, is it? Please come with us!"

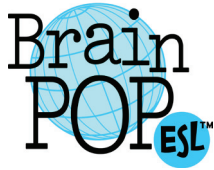
Sum-up

Write a time on the board. Students Roundrobin and say what they were doing at that time. You can change the time after every five students.

Ask students what they (or their little brothers or sisters) were always doing when they were little.

What is the next word?

- shoes, pants, shirt, _____ (scarf/hat)
- sun, shine, wind _____ (blow)
- cold, cool, hot, _____ (warm)
- is, was, are, _____ (were)
- as, when, _____ (while)



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Session 3

Check Homework

While checking the homework assignment, review the past progressive and its spelling rules. Remind students that stative verbs don't take the progressive form of the verb.

Warm-up

Write the proverb: Clothes make the man.
Discuss the meaning. Is it always true? Discuss first impressions. What can we learn from the way people dress?
Ask students to copy the proverb.

Reading

If possible, bring in a picture of Charlie Chaplin. You can find a picture on the internet.
Brainstorm what students know about Charlie Chaplin. Can they relate what they know to the proverb they just learned? Introduce the new words: **mustache, cane, tramp**.
As students read the **Read It** passage, students should underline all the sentences that are in past progressive.
Students read the passage again and answer the questions.
What do they now know about Chaplin? What can we learn from Charlie Chaplin's life? How is this passage related to the proverb?

Practice

Students look at the **Read It** passage again.
How many paragraphs are there? Why do we need paragraphs? (To organize the passage; it's easier for both the writer and the reader.) Elicit that a paragraph talks about one idea only.
On the board, write down the headings of the paragraphs in **Read It**. Students match the paragraphs to their headings.

<u>Paragraph</u>	<u>Idea/What it's about</u>
_____	His Work
_____	What Chaplin Gave the World
_____	Chaplin, the Child
_____	The Opening
_____	What Chaplin Learned
_____	The Little Tramp

What does the opening paragraph do? How does it start? Why?
Discuss the last paragraph. How does the passage end? Why?



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Session 3 (cont.)

Game

Play **Bingo**. Students write down any five of the new words. When students have written down their words, walk around and sign their lists so that they cannot add or change the words.

Call out the words in random order. Students cross out the words on their list. The first to have all the words crossed out is the winner.

If students request another round, make the game more difficult. Instead of calling out the word, give a definition or example of the word.

For example: You put them on your legs. They're long. (pants)
It can be very strong. It can make trees fall. (wind)

Homework

Students complete the writing assignment in **Write It**.

Go over the instructions with the students. Discuss the importance of planning and writing down ideas before starting to write.

If time allows, let students write down their ideas and organize them into paragraphs. Refer to the Narrative Writing graphic organizer found in the Lesson Overview.

Sum-up

Finish the following sentences:

- a. The phone rang while...
- b. Charlie Chaplin was...
- c. A paragraph has...
- d. The sun was shining when...
- e. Clothes make...
- f. An opening paragraph must be...
- g. The little tramp walked...
- h. Today's weather is...
- i. Pants are long and shorts...
- j. The lesson ended while we...