



Level 2

4.2 Lesson Plan

Session 1

Check Homework

Pairs read each other's stories about a past experience, and ask questions about what they read. You may want to brainstorm some questions. Ask volunteers to relate their partner's story/experience to the class.

Warm-up

Show **Words to Know** to introduce the new words, stopping to give and elicit additional examples, sentences and questions.

Using the new words, ask students to give the word you're thinking of:

- a. What's the opposite of **arrive/arrived**? (leave/left)
- b. Point out the difference between **leave** and **live**. Do some quick minimal pair pronunciation practice.
- c. Draw a smiley face and change it to an **angry** face.
- d. What's the difference between a dog and many other animals? (pet)
- e. A big store where we buy food. (supermarket)
- f. Another word for **while** is **meanwhile**. Another word for **real**. (actual)
- g. How could we say **in every place** using the word **where**? (everywhere)
- h. A place with many people who are sick. (**hospital**)
- i. Discuss the difference between the adjective and verb of the word **own**.
- j. Introduce the remaining six new words:
bus / check / hospital / police officer / shelter / station

Practice I

Do a Connect Two. Using the model sentence that's on the board, pairs of students connect any two of the words in any way that makes sense to them.

For example: **Hospital** and **everywhere** are connected because there are hospitals everywhere.

Discussion

To introduce past progressive with parallel actions, call on two students to come to the front of the class. Give each one an action to perform.

For example: Tell one to write his/her name on the board.
Give the other one a book and tell him/her to pretend to read.

When they return to their seats, write on the board:

Student A was writing his name while Student B was reading a book.

Do a few more examples with other actions. Elicit the rule from the students: past progressive is used when two long or continuous things happened at the same time. Volunteers can write the sentences on the board. Point out that a comma is needed if the time clause comes first (if the sentence begins with **when, while** or **as**).



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Session 1 (cont.)

Movie

Tell the students the movie is about a lost cat.

Give students two minutes to write down their guesses to the following questions:

- a. Who is the owner of the cat?
- b. The cat's name means **good things happen to it**. It's an adjective. What do you think the cat's name is?
- c. Where is the cat?

Students watch the movie. After the movie, ask students to raise their hands and check who guessed the answers.

Practice II

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

Homework

1. Finish the sentences using the past progressive.
 - a. They were working hard while we...
 - b. As I was looking out of the window, I saw that my friends...
 - c. We were running outside while...
 - d. Moby was playing the drums while Ben...
 - e. Nikki was looking in the living room. Meanwhile, Moby...
2. Circle the right word.
 - a. I (checked/left) early because I wanted to be on time.
 - b. We bought food at the (supermarket/police station).
 - c. We got a cat from the new animal (shelter/hospital).
 - d. I owned a (pet/bus) last year, but it ran away.
 - e. Do your homework. (Actually/Meanwhile), I'll clean the living room.

Sum-up

Look at the new words with the class.

Ask the students, "What word am I thinking of?"

- a. Here, there and _____ (everywhere)
- b. Sick people go there. (hospital)
- c. It's yours. (own)
- d. At the same time (meanwhile)
- e. Look in a place (check)
- f. Meow (cat)
- g. An animal we keep at home (pet)
- h. They help people in trouble. (police officer)
- i. Bye-bye (leave/left)
- j. People go places in this. (bus)



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Session 2

Warm-up

Complete the Story: Students add a sentence to make up a story together.

- a. Give the first prompt.
- b. The next student adds a sentence, and so on.
- c. Write their sentences on the board as they add them.
- d. Each student reads the previous sentence before adding a new one.
- e. When the story is complete, read it together.

It would be a good idea to have flashcards with the new words on the board. Encourage students to use the new words in their stories.

Example of a prompt: Last night, I was watching TV and my cat was sleeping on the bed, when suddenly there was a loud noise.

Check Homework

Check the two homework assignments. In the first exercise, any answer is acceptable, as long as it contains the past progressive.

While checking the second exercise, call on students to produce sentences with the words they haven't circled.

Game

Prepare different past progressive situations on cards. Two students come up and pick a card. They pantomime the actions for the class. They can make noises (not words). The class guesses the actions.

This can be played with the class divided into two teams. Each team has 60 seconds to guess their teammate's action.

The only accepted answer should be in the form of the sentence:

While s/he was _____ **ing**, you were _____ **ing**.

Suggested prompts:

- a. sleeping / cooking
- b. leaving / feeding the cat
- c. shouting / laughing
- d. buying food at the supermarket / riding your bike
- e. practicing / playing the piano
- f. running with a pet / looking everywhere for my pet
- g. cleaning / listening to music

Movie

With the class, review the different places the characters were looking for Lucky. As places are mentioned, write them down. Once the list is up, students copy the list. While watching the movie, students fill in the name of who went to the different places.



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 Session 2 (cont.)

Movie (cont.)	Where	Who
	tree house	everyone
	animal shelter	Nikki, Moby
	Nikki's house	Nikki
	supermarket	Ben
	police station	Ed
	fire station	Ed
	hospital	Ed
	library	Ben and Fighter
	bus station	Ben and Fighter
	park	Moby

Practice Students work on features from this lesson.

Homework

- Look at the list you have from the **Movie** exercise above. Use that list to make five sentences using the past progressive with parallel actions. Choose from the verbs in the box.

check / ask / look for / talk / explain / question

For example: While Nikki was looking for the cat at home, Ben was talking to the man in the supermarket.

- Are the following sentences TRUE or FALSE? Correct the false sentences.
 - The friends didn't look for Lucky anywhere. TRUE / FALSE
 - Nikki brought Lucky home from the fire station. TRUE / FALSE
 - Nikki finally got an actual cat for herself. TRUE / FALSE
 - Ed was looking for Fighter. TRUE / FALSE
 - Lucky didn't actually run away. TRUE / FALSE

Sum-up

When did it happen?

- Did Ed check at the hospital before or after the fire station? (after)
- Was Moby asking at the animal shelter before, after or while Nikki was checking around her house? (while)
- Were Ben and Fighter checking the bus station before, after or while Moby was looking around in the park? (before and while)
- Was Ben at the supermarket before or after Ed was at the police station? (while)

Remind students of the different activities they completed in today's lesson. Which activity did they like? From which activity do they feel they learned more? Which activity will they remember? Why?



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Session 3

Check Homework

Check the two homework assignments.

Warm-up

Brainstorm what your students already know about cats.

Write the following sayings and idioms on the board (or have them ready on flashcards). First try to elicit the meanings, and then explain them.

- a. Cats always land* on their feet. (*new word)
- b. It's raining cats and dogs.
- c. Cats have nine lives.
- d. They fight like cats and dogs.

Students copy the two sayings they like most.

Reading

Students read the passage in **Read It**.

- a. Discuss why Ana's mom wanted her to read about pets. Did it help?
- b. Students answer the questions that follow the passage.
- c. In groups of three, students take roles from the passage: Ana / Mother / Narrator. Students rehearse, then present a dramatic reading of the passage in class.
- d. Look at the passage again. How many paragraphs are there?
- e. What does each paragraph do?

Writing

Go over **Write It** with the class. Discuss the different animals people keep as pets. Which pets do they have / do people they know have / would they like to have?

Explain that the assignment is to write about one of these pets. Remind students to divide their writing into paragraphs. Each paragraph should talk about one main idea and give details.

Homework

1. The writing assignment in **Write It**.
2. Learn the two sayings you copied for a dictation. Be ready to write and give an example of the saying.

Sum-up

Which word doesn't belong? Explain why.

- a. cat / dog / horse / bird (different answers)
- b. house / home / bus / shelter (bus)
- c. police / fire / school / bus (school)
- d. clothes / pet / family / computer (family)
- e. cat / pet / dog / rabbit (pet)
- f. smile / laugh / shout / angry (angry)
- g. meanwhile / as / while / check (check)