



Level 2
6.1 Lesson Plan
Session 1

Check Homework Check the **Write It** assignments from the last session in L2U5L5: the essay comparing and contrasting two kinds of fruit.

Warm-up Introduce the review of the present tense by bringing in a picture of a bus. Ask students questions that they must answer using present simple, present progressive, and stative verbs:

1. What do you know about buses?

For example: Our school buses are yellow. I ride a bus to school.

2. Close your eyes and imagine you're on a bus right now. What's happening?

For example: I'm looking out the window.

3. Tell me something you see/hear/smell on the bus right now.

For example: I see my friends.

Remind students to use present simple, present progressive and stative verbs in their responses. Provide models to remind them of the tenses. You may choose to ask students which tense they're using and why.

Vocabulary I Explain that in this movie, Ben and Moby are going to ride a bus. Watch **Words to Know**, stopping to ask questions and give more examples and context as needed. Elicit sentences from the students for the new words.

Vocabulary II Do a Story Impression exercise. Pairs of students work together to write a one-paragraph story about any topic using as many of the vocabulary words as possible. If you have an interactive white board or projector, project the **Words, Words, Words** feature to remind the students of the new vocabulary for this lesson. Alternatively, you may print the [Lesson Overview](#) and photocopy the new words list, so students can work from the list as they write their stories. Upon completing their stories, invite students to share with the class. This strategy requires students to process the vocabulary words on a more creative and higher cognitive level. They engage actively with the new vocabulary, which will aid comprehension of the movie and/or reading that follows.



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Practice I

Display or distribute the [Action Picture](#) from the Materials Provided section of the [Lesson Overview](#), or bring in a picture that illustrates actions. Ask students to describe the picture using present progressive and present simple sentences.

For example: Mike is painting a picture. He paints every day.

Movie

1. Watch the movie through once.
2. Ask students to compare their Story Impressions with the movie.
3. During a second viewing, pause to ask questions that will require students to use the present simple or present progressive tense.

Discussion

To practice the phrasal verbs **get on** and **get off**, bring in pictures of an airplane, a train, a bus, a bike and a horse. Students practice asking questions and making sentences using the transportation words. Alternatively, write the words **get on** and **get off** on the board in the center of a web. Write the transportation words around the outside, or put up / project the pictures.

For example: I get on the bus near my house, and get off the bus at the bus station.

Practice II

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



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Homework

A. Complete the sentences by putting the verbs in the present simple or present progressive tense.

1. Please be quiet. Moby _____. (study)
2. I usually _____ a calculator to do these problems. (use)
3. I _____ a calculator now, because the problem is easy. (not use)
4. She can't answer the phone now because she _____ the baby. (hold)
5. _____ you _____ this is a silly photograph? (think)

B. Complete the sentences with the correct form of the following word: hold / crowded / rush / pay / fare / anywhere / seat / fair

1. The bus is _____, so we have to stand.
2. Usually we get a _____ on the bus.
3. I'm carrying all these bags, so you _____ this one.
4. I'm coming. I just have to _____ for this present for Ed.
5. Don't _____. We're not in a hurry.
6. Do we have enough money? What's the bus _____?
7. That's not _____, Moby. You're a better basketball player because you're so tall.
8. The teacher said we can sit _____ we want.



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Sum-up

Freeze

To practice the two tenses, ask volunteers to come to the front and pantomime actions associated with jobs or hobbies. You may print the list below, write jobs/hobbies on the board, or cards/slips of paper.

| |
|--------------------------|
| Teacher |
| Doctor |
| Musician |
| Artist |
| Magician |
| Waiter / Waitress |
| Runner |
| Swimmer |
| Basketball Player |
| Farmer |

Ask the rest of the class, "What is he/she doing?" Classmates answer using the present progressive. Stop the action by saying, "Freeze!" As the volunteer freezes mid-action, classmates give present simple sentences about things that person usually does. You may choose to prompt the class with "What does he/she usually do?"

For example:

1. He's writing on the board. He's a teacher.

Freeze: Teachers always give homework.

2. She's giving some medicine. She's a doctor.

Freeze: Doctors tell us how to feel better.



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Warm-up

20 Questions

Project (or print out and post) the [20 Questions Title Page](#), found in **Materials Provided**, on the board.

Invite a volunteer to the front of the classroom. Prompt the student to think of either a classmate or a famous person. The class asks yes/no questions using the present simple and present progressive tenses to discover who it is.

For example:

For a classmate: Is she wearing a red sweater? Does she eat a cheese sandwich for lunch every day?

For a famous person: Does he act in movies? Does he live in the United States?

Check Homework

Check the homework assignment. You can ask students to provide alternate sentences.

Practice I

When the verb **get** is followed by an adjective, it means **becoming** or **changing**.

For example: It's getting dark, crowded, late, hot, cold, quiet.

I'm getting hungry, thirsty, angry, sick, bored, confused, frustrated, scared, interested, tired, worried.

List the adjectives on the board as well as any others you want to add. Provide prompts for students to choose the correct phrase.

Sample prompts:

1. I didn't eat anything this morning. --> I'm getting hungry.
2. She's ignoring me.
3. I'm standing because there are no empty seats.
4. Many people are arriving for this party.
5. It's almost time to go to sleep.
6. The sun is shining.
7. The teacher is explaining the math problem too quickly.
8. I don't feel very well.



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Movie

Print out and distribute the following questions or project them on the board. Pause the movie at the appropriate times for students to answer the questions, or have them answer the questions after they watch. This may be completed as a written exercise, or done as a Think-Pair-Share, or individually.

1. Moby is ignoring Ben. Why? What's he doing? What's he thinking about?
2. Why is Ben rushing?
3. What happens when the sun goes down?
4. How do they know that's the bus stop?
5. Why does Ben need Moby to help him carry the bags?
6. Why doesn't Ben want to eat?
7. When is the bus supposed to arrive?
8. What's the fare to ride the bus?
9. Why do Ben and Moby have to stand in the bus?
10. Why do many of the seats become empty?

Practice II

In pairs, students practice writing present tense questions to go with short answers. Use the worksheet provided at the end of the lesson plans. Encourage students to use vocabulary words from the lesson in their questions. When they finish, a student from each pair reads one of their questions, and the class shouts out the short answer.



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Homework

Model one or two examples with the class, to make sure they pay attention to the correct form of the verb **get**.

For example: The sun is going down. It's **getting dark**.

Did your mother get angry when she saw the mess?

A. Use the words in the box and the correct form of **get** to complete the following sentences:

cold, hurt, sick, thirsty, confused, hot, tired, worried, late, bored

1. In summer, the weather _____.
2. I _____ now, so I want to go to bed.
3. Can you help me with this math problem? I _____.
4. _____ you _____ when you fell off your bike?
5. Get the thermometer. I think Moby's _____.
6. I _____ at the movie last night. So I stopped paying attention, and I fell asleep!
7. He always needs something to drink because he always _____.
8. Nikki was supposed to be here an hour ago! I _____.
9. It _____. I think we should go home now.
10. You'll need your sweater. I'm going to open the window and it _____ in here.



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Homework (cont.) B. Complete the sentences with one of the following words:

seat, rush, carry, stand/stood, crowded, bag, fare, empty, anywhere, ignore

1. Lucky must be lost. We can't find her _____.
2. I can't _____ all these books. Will you bring me a _____ to put them in?
3. I heard it's a very good movie. I think it will be _____ there. We might not find a _____.
4. What is the _____ to ride this bus?
5. Moby, the refrigerator is _____! Did you eat all the food?
6. I woke up late, so now I have to _____ to get ready for school.
7. I'm talking to you. Don't _____ me?
8. There were so many people at the store this morning. We _____ in line for an hour.

Sum-up

A. Take turns with the student next to you (your elbow buddy), and tell each other:

1. something you carry in a bag
2. a place that can be crowded
3. something that can become empty
4. something you have to pay a fare for
5. a time when you rush
6. a place where you sit in a seat
7. anywhere you imagine taking a vacation



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Session 3

Check Homework Review the homework exercises.

Warm-up Use the Action Picture to elicit more discussion. This time, concentrate more on adjectives.

Roundrobin: each student says a sentence describing something in the picture. As they do, write the adjectives they say on the board.

Brainstorm more adjectives and add them to the list.

Reading The reading and writing focus for Unit 6 is Descriptive Paragraphs.

Write the word **description** on the board and discuss what it means. Give examples, if necessary. Explain that descriptions help us to see, hear, smell, taste, and feel what the writer has in his/her head. Adjectives and images help us to “paint those pictures.” Refer students to the list of adjectives from the Warm-up.

1. Read the **Read It** together.

2. Students answer the comprehension questions.

3. Review the questions, and then reread the first paragraph together. You may want to project the paragraph on the board. Ask students to underline the adjectives with the nouns they describe, and circle the adjectives (exciting trip, shining lights, great New York City).

4. Ask the students to describe the buildings in New York City based on what you read. Ask a student to highlight the phrase that describes the buildings (buildings so tall they seem to touch the sky). Discuss images like this one, and how they help to paint pictures.

5. Distribute copies of the **Read It**. Working with a partner, students underline all adjectives with the nouns they describe, circle the adjectives, and highlight the images.

6. You may want to keep a Descriptions Word Wall up throughout the unit with adjectives and descriptive images.



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Writing

Writing Descriptive Paragraphs

Remind students that most paragraphs have a main idea, or most important idea, and details to support that idea. To help your readers picture what you are writing about, you need to describe it. You can use adjectives and images to do this.

To prepare for the **Write It** assignment, do an exercise together with the class. Tell the class to close their eyes and imagine a place they love to visit and why. Ask them for words, phrases, or sentences to help paint a picture of this place. Prompt them with questions about things they see, hear, taste, smell, and feel in this place. Write their responses on the board, and then construct a paragraph together, using their ideas.

Homework

The homework is the writing assignment in **Write It**: a letter to a friend describing a place they love to visit.

Sum-up

Ask partners to tell each other something they learned in this lesson (about the new words, the present tense, descriptive paragraphs, or the content of the movie).



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| Short Answer Worksheet | |
|--------------------------------|----------------------------------|
| _____? Yes, I do. | _____? No, I don't. |
| _____? Yes, he does. | _____? No, he doesn't. |
| _____? Yes, it does. | _____? No, it doesn't. |
| _____? Yes, they do. | _____? No, they don't. |
| _____? Yes, I am. | _____? No, I'm not. |
| _____? Yes, she is. | _____? No, she isn't. |
| _____? Yes, it is. | _____? No, it isn't. |
| _____? Yes, we are. | _____? No, we aren't. |