



## Level 2

### 3.3 Lesson Plan

#### Session 1

#### Check Homework

Check the **Write It** assignments from the last session in L2U3L2: the dialogue between Nikki and her friend. Pairs practice reading their dialogues together and then volunteers read their dialogues to the class.

#### Warm-up

Watch **Words to Know**, stopping to ask questions and give more examples and context as needed.

#### Discussion

Use a Concept Attainment model to introduce adverbs. Concept Attainment is an instructional strategy in which students figure out the characteristics of a group or category based on examples (Yes) and non-examples (No) that the teacher gives. Examples and non-examples are given until the students can identify the concept. Examples can be pictures, word cards or realia (real objects). Students who think they have guessed can then test their ideas by suggesting examples.

With this activity, students are using cognitive strategies such as classifying, identifying characteristics and relationships, and applying new ideas while using the target vocabulary and concept. This strategy can be used with almost any concept or content and at any level. It is also a good differentiating technique since students' guesses are so varied.

Directions: Make cards/strips with the following (suggested) sentences and write the adverbs and adjectives in red. Add more sentences if needed. The first group is the **Yes** (Examples); the second group is the **No** (Non-Examples).

#### Yes

- a. She sings **beautifully**.
- b. He's playing the drums **loudly**.
- c. Walk **slowly**, please.
- d. She speaks **politely**.
- e. The boy answered **shyly**.
- f. We answered the questions **easily**.

#### No

- a. She's singing a **beautiful** song.
- b. These drums are **loud**.
- c. Do you like **slow** music?
- d. She's a **polite** girl.
- e. He is a **shy** boy.
- f. It was an **easy** test.

Tape the sentences to the board or use a pocket chart with two columns: **Yes** - **No**. Present the first example saying, "This is a **Yes**," and place it in the **Yes** column.

Present another sentence saying, "This is a **No**," and place it in the **No** column.

Repeat the process until there are three examples in each column and then ask for guesses. Ask: "Why are these **Yes** and those **No**? How are they like each other? How are they different?" When students think they know the concept, it is very important that they not say it out loud. They can provide their own examples to test their ideas. If they are correct, add them to the **Yes** column, or simply say "That's a **Yes**" or "That's a **No**," but do not say why.

Continue with more examples, asking the class to decide where to put them. Continue to put up the students' suggestions.



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**Discussion**  
(cont.)

Once most students have provided correct guesses, you can define the concept together.

Ask the students what the characteristics of the **Yes** column are and list them on the board.

*For example:* The words in red end in **ly**.  
They tell us more about the verbs.  
They tell us how we do something.

Give the list the title **Adverbs**.

At this point, you can write one of the sentences on the board and show with arrows how the adverb modifies the verb. Point out that the words in the **No** column are adjectives, and show with arrows how they modify the nouns/pronouns.

**Movie**

Watch the movie through once. On a second viewing, tell students to pay attention to sentences with adverbs. Pause at key points to ask questions.

*For example:* How must they celebrate grandma's birthday? (nicely)  
How do they need to work? (fast)  
How must they go to the store? (quickly)

**Practice**

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

**Homework**

1. Write the correct words.
  - a. They're talking \_\_\_\_\_. (quiet / quietly)
  - b. They're \_\_\_\_\_ students. (quiet / quietly)
  - c. He's a \_\_\_\_\_ learner. (quick / quickly)
  - d. He learns \_\_\_\_\_. (quick / quickly)
  - e. She plays basketball \_\_\_\_\_. (easy / easily)
  - f. Basketball is an \_\_\_\_\_ game. (easy / easily)
  - g. She does \_\_\_\_\_ work. (careful / carefully)
  - h. She's a \_\_\_\_\_ worker. (careful / carefully)



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**Homework**  
(cont.)

2. Are the sentences **Right** or **Wrong**? If the sentence is **Wrong**, make it **Right**.
- a. My father's mother is my grandfather. **Right / Wrong**
  - b. You can buy things at a store. **Right / Wrong**
  - c. Florida is in the United States. **Right / Wrong**
  - d. My mother was born 10 years ago. **Right / Wrong**
  - e. Today's date is April. **Right / Wrong**
  - f. A, B, C and S are all numbers. **Right / Wrong**
  - g. I write with my left hand. **Right / Wrong**
  - h. You're early. You must wait for everyone else to arrive.  
**Right / Wrong**
  - i. When you celebrate something, you're usually sad. **Right / Wrong**
  - j. When you're late, you have to hurry. **Right / Wrong**

**Sum-up**

Ask students:

- a. Where do you live? (They give the name of their town and the street they live on.)
- b. Is there a store on your street? What can you buy there?
- c. Do kids ride bikes on your street?

Students complete the sentences, shouting out the adverbs:

- a. She wears nice clothes. She dresses \_\_\_\_\_.
- b. He's a slow walker. He walks \_\_\_\_\_.
- c. That's a beautiful song. You played it \_\_\_\_\_.



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- Warm-up** Recite the months of the year.  
Make cards of the months of the year. Pass them out. Have students stand in the correct order, holding their cards. Then, in turn, each student says, "January is the first month," etc.
- Check Homework** Have students write the homework sentences on the board. As they do, have another student write the filled-in words in two different columns (adjectives and adverbs). Leave the lists on the board to refer to in the Discussion.  
Check the vocabulary exercise.
- Discussion I** Add **fast** - **fast** to the adjective - adverb list from the homework.  
Write on the board: Ed is a **fast** runner. He runs **fast**.  
Elicit the response that it's the same word for each sentence. Explain that these are exceptions; sometimes the adjective and adverb are the same. Continue with:  
**late** - **late**: It was a **late** party. I came home **late**.  
**hard** - **hard**: This was a **hard** test. We worked **hard**.  
Explain the meaning of **hardly** and **lately** with more examples.  
Add **good** to the adjective list and say: Nikki is a **good** singer. Add **well** to the adverb list and say: She sings **well**.  
Note: The adverbs **hardly** and **well** will be taught in more depth in the next lesson, L2U3L4.
- Practice I** Ask if any students want to be an English teacher. What does a good English teacher have to do? Students must give answers using the above exceptions and other adjectives and adverbs.  
*For example:* He/She has to speak slowly.  
He/She has to be a good listener.  
He/She has to speak English well.  
He/She has to be nice.  
He/She must not give hard tests.  
He/She must work hard.



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**Movie**

Go over the following questions. Students answer them after the movie.

- a. Where does cousin Larry live? (in England)
- b. Why is Larry sad? (He won't be here for Grandma's birthday.)
- c. How does Larry want them to celebrate Grandma's birthday? (nicely)
- d. Why do Ben and Moby need to work fast? (Because Grandma is coming to visit tomorrow and they think it's her birthday.)
- e. What does Ben do to get ready for the party? What does Moby do? (He makes a cake. / He goes to the store.)
- f. What was Ben's mistake? (He forgot that in England they write the date differently.)

**Practice II**

Students work on features from this lesson.

**Practice III**

Send students to the board two at a time. Say a date and have one student write it in numbers; the other writes it in words.

Roundrobin. Go around the room with students asking and answering each other: When were you born? I was born on \_\_\_\_\_.

**Discussion II**

Tell the students that **finally** is an adverb. Remind them of its meaning.

Write the following sentences on the board:

We waited excitedly for them to come. Finally, they came.

Both adverbs end in **ly**, but they're different.

Elicit the difference between the two adverbs in terms of position. Does **finally** answer the question **how**? Tell students that adverbs like **finally** and **luckily** describe the whole sentence. They tell what the speaker thinks. Note the comma after the adverbs in the initial position. Ask students to produce sentences with **finally** / **luckily**.

End the discussion by telling the students: **Finally**, you understand adverbs.

**Homework**

1. Complete the following sentences:

- a. Finally, \_\_\_\_\_.
- b. Luckily, \_\_\_\_\_.
- c. Happily, \_\_\_\_\_.
- d. Sadly, \_\_\_\_\_.

2. Write two sentences with **already**, following this pattern:

I already made a cake.

**Sum-up**

Write the following on the board: Say something you do well / terribly / fast / slowly / carefully / easily / noisily / quietly.

Students say a sentence with one of the adverbs, or make up another one. This can be done as a Roundrobin.



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**Check Homework**

Go over the homework sentences on the board.

**Warm-up**

Write dates on the board in numbers. Students must say them in words. Ask students to stand in a line and rearrange themselves according to the date of their birthdays.

The student whose birthday is closest to January 1<sup>st</sup> should be first.

In order to rearrange themselves, students should ask each other when they were born.

*For example:* Student A: When were you born?

Student B: I was born on September 3<sup>rd</sup>.

When were you born?

This could be done as a competition between two groups.

The winning group is the group that is first to rearrange itself and uses only English while doing so.

**Reading**

Refer to a calendar you have in class and brainstorm on the board what students know about it. Write **calendar** in the middle and write all of their answers all around it. Tell them that they are going to read a passage about how the months got their names.

Students read the passage in **Read It** in pairs and answer the questions.

Working together, students underline the adverbs in the passage. Tell them to be careful about adjectives.

(The adverbs are: quickly, already, fast, luckily, finally, early, late)

Point out the idiom: Time flies when you're having fun.

Discuss what it means. Ask students when time flies for them.

Give students time to practice reading the dialogue in pairs. Volunteers may read it for the class.

**Homework**

The homework is the writing assignment in **Write It**. Explain that they will write a dialogue about a birthday celebration. You may want to give them time in class to begin the assignment.

**Sum-up**

Recite the months of the year.

Ask students what month their birthday is in. (My birthday is in \_\_\_\_\_.)

Ask students what they learned about adverbs.