

# OPEN SESAME

## LESSON PLAN-

**Chapter Main Idea:** This chapter talks about Paul is traveling to Paris to meet his pen friend Pierre. Paul is very excited about the trip because it is the first time that he is traveling alone.

- **Vocabularies:** **Travel: 1:** to journey from place to place or to a distant place **2:** to move or advance from one place to another <the news *traveled* fast>
- **Ticket:** a paper or token showing that a fare or admission fee has been paid
- **Inspector:** a person who makes inspections
- **Station:** a regular stopping place : **DEPOT** <drove him to the bus *station*>
- **Tunnel:** a passage under the ground
- **English Channel:** see map attachment
- **Trip:** a traveling from one place to another : **JOURNEY** <a *trip* to Europe>
- **Abroad: 1:** away from one's home <doesn't go *abroad* at night> **2:** in or to foreign countries <travel *abroad*>
- **Without:** not having : in the absence of <*without* food> **b :** not accompanied by or showing <spoke *without* thinking>
- **Under:** in or into a position below or beneath something <the duck surfaced, then went *under* again>

### Apply Grammar & Sentence Structure

Q1: Paul is a \_\_\_\_\_ English boy.

Q2: He \_\_\_\_\_ to Paris \_\_\_\_\_ the Eurostar \_\_\_\_\_.

Q3: Are you traveling \_\_\_\_\_.

Q4: How \_\_\_\_\_ is the \_\_\_\_\_. It's fifty \_\_\_\_\_ long.

Q5: "Right now, we are \_\_\_\_\_ the \_\_\_\_\_."

Q6: This is my first \_\_\_\_\_ \_\_\_\_\_ \_

Time	Aim/ activities	Teaching Materials	Notice
5 mins ~	<p><b>Aim: Warm up</b></p> <ul style="list-style-type: none"> <li>● <b>Role Call-</b> <b>Did you go abroad? When where and who?</b></li> <li>● Go over the map of Europe, with particular attention paid to England and Franc</li> <li>● Listening to the CD (Track 2) on Chapter One twice.</li> </ul>	CD track1	
15 mins ~	<p><b>Aims:</b> Ask and discuss <b>the main idea of the chapter</b> with students.</p> <ul style="list-style-type: none"> <li>● Discuss the "Main Idea" from "Paul is a young English boy..." until "at the station in Paris."</li> <li>● <b>Process of discovering the main idea of this passage</b> Q1: Where is Paul traveling to? Q2: Why is Paul traveling to Paris? Q3: Is Paul traveling with anyone or just by himself?</li> </ul>		(Avoid telling students what the actual main idea is! The teacher should lead students to think and discover the main idea by way of asking them q

<p>5 mins ~</p> <p>5 mins ~</p>	<p><b>Main Idea:</b> Paris + Pen Friend + Alone  <u>So</u>, Paul is traveling alone to Paris to see his pen friend there.</p> <ul style="list-style-type: none"> <li>● Discuss the Main Idea of the dialogue between the ticket inspector and Paul.  Q1: What is the name of the train?  Q2: Why is it dark outside?  Q3: How long is the tunnel?  Q4: Is the tunnel through the mountains or under the sea?  Q5: Which sea is the tunnel traveling under?</li> </ul> <p><b>Main Idea:</b> train + tunnel + under the sea + English Channel  <u>So</u>, to get to Paris, the Euro Star travels through the 59 kilometers' long tunnel under the English Channel.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Ask students to <u>Underline</u> the vocabularies written above.</li> </ul> <p><b>Aim: Apply Grammar &amp; Sentence Structure</b></p> <ul style="list-style-type: none"> <li>● <b>Pause the CD while the following sentences show up.</b></li> </ul> <p>Q1: Paul is a _____ English boy.  Q2: He _____ to Paris _____ the Eurostar _____.  Q3: Are you traveling _____.  Q4: How _____ is the _____. It's fifty _____ long.  Q5: "Right now, we are _____ the _____."  Q6: This is my first _____ _____ my parents.</p> <p><b>Aim: Read it smoothly</b>  <b>Activities:</b> Read the chapter aloud</p> <ul style="list-style-type: none"> <li>● The teacher will read the chapter once alone; while doing so, asks students to pay attention to the tone of the reading.</li> <li>● Reading the chapter for the second time. The teacher will take the lead, and ask students to repeat after the teacher.</li> <li>● Read it smoothly by counting the speed</li> </ul> <p><b>Paraphrasing</b>  Write down the main idea of this chapter in the writing book.</p>	<p>Before the teacher writes down the main idea, ask students to use their own words to write down the chapter's main idea, or in other words, to "paraphrase it." Questions.)</p>
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