



## Lesson Plan For Lesson 13



40 min

**Theme: Save the Environment**

**Focus: Indirect Orders**

### Lesson Objectives

Students are able to

1. identify various ways to save the environment,
2. write indirect orders based on given pictures,
3. rewrite direct orders to indirect orders.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 3
2. Picture cards that show wastage of electricity, water or paper
3. A list of direct orders
4. Cards with direct orders and indirect orders
5. A bag to contain the cards

### Introduction / Warm-up Activity (5 min)

1. Show the students the picture cards, one at a time. Elicit descriptions from the students on what they see in the scenario. Ask them what they would do.

**Example:**

- A picture card shows a boy leaving the tap on after washing his hands. Construct a sentence for the students.
  - Tell him to turn off the tap after washing his hands.
2. Show them the other picture cards. Give them different scenarios. Then get them to come up with indirect orders.
  3. Write the sentences on the board.

### Lesson (10 min)

#### Indirect Orders

1. Explain that indirect orders mean that we do not tell a person directly what we want him to do. Instead, we get someone else to tell the person.
2. Highlight to the students that the words 'ask' or 'tell' are placed at the beginning of such sentences. These words are in the base form and are not used in the past tense form, the singular form or the continuous form of these words. For example, we do not say, 'Asking Jim to turn off the tap.'

3. Show the students the list of direct orders, one at a time, and ask them to change it to indirect orders.
4. Explain to the students that the pronouns have to be changed sometimes.

*Example:*

- the use from 'your' to 'their'

### **Classroom Activities / Assessment (10 min)**

1. Refer the students to **page 59 of Learning Grammar Workbook 3**.
2. Let the students complete **Exercise 30, pages 60 – 61** on their own.
3. Facilitate the students' learning by walking around to check their answers.
4. You may want your students to underline the pronoun in the direct order that has to be changed when writing an indirect order.

### **Additional Activities / Closure (15 min)**

1. Get the students to come up to draw a card from the bag. They have to read aloud what is on the card and tell the class if it is a direct or indirect order. He then has to change a direct order to an indirect order, and vice versa. He gets 1 point for each correct answer he gives.
2. If another student helps him with the answer, that student gets half a point for his group.
3. Repeat this activity to allow as many students as possible to participate.

### **Optional Activities**

1. Ask the students to complete **Exercise 31, pages 62 – 63** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want your students to look for newspaper articles about the environment, animals or an accident. Tell them to write indirect orders related to the article.

*Examples:*

- Tell the scientists not to experiment on animals.
- Tell the driver to drive more carefully in future.
- Ask the zoo-keeper to take good care of the animals.