



Theme: Home for Animals

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none">• Commands• Interrogatives (2)• Possessive nouns	<ul style="list-style-type: none">• Animals and their homes• Adjectives	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. tell someone what to do by starting a sentence with a verb,
2. use interrogatives 'where', 'who', 'whose', 'what' and 'which' to ask questions,
3. describe a person, animal or thing with suitable adjectives,
4. write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Different toy animals e.g. toy elephant, blue toy bear, brown toy bear, etc.
3. A sheet of paper with commands to be given to the students
4. Visualizer projector
5. Red and blue/black marker
6. Picture cards of animals, their homes, or things that are used by the animals
7. A large picture of a scene on the farm
8. Blu Tack
9. Word cards which show 'where', 'who', 'whose', 'what' and 'which' on each of them
10. Word cards which show different verbs e.g. bring, drink, walk, talk, look, etc.
11. Word cards which show different adjectives on each of them
12. Two bags

Introduction / Warm-up Activity (10 min)

1. Give instructions to the students to do something.

Example:

- Sit down. Cover your mouth. Raise your other hand.

Write the set of instructions on the whiteboard.

2. Get another two students to volunteer to come to the front of the class and give instructions to the rest of the class. Then, write their instructions on the whiteboard as well.

Lesson (20 min)

1. Pointing to the sentences on the whiteboard, tell the students these are commands. They tell someone what to do. Commands starts with verbs. Underline the verbs in the first two sentences. Then, ask the students to identify the verbs in the other three sentences.

Example:

- Sit down. Cover your mouth. Raise your other hand.

2. Next, show the students some toy animals on the table. Select a few students and tell them to do something for you.

Example:

- Bring the brown toy bear to me.
- Tie a green ribbon around the giraffe's neck.

Show the commands that you have just made on the visualizer projector.

3. First, ask the students to identify the verbs in the commands that you have made. Underline the verbs as they point out to you, one by one. Then, referring back to the first sentence, ask them to tell you more about the toy bear. Underline the answer that the students give you which is 'brown' with a different colour marker.

Example:

- Bring the brown toy bear to me.

Explain to the students that 'brown' is an adjective because it tells you more about the toy bear. Get the students to look at the other sentences. Ask them to tell you more about the toy that is mentioned in each of the sentences. Circle the adjectives.

4. Use picture cards to show the students some animals, their homes and the things that they use. Get the students to use adjectives to describe each picture. Stick the picture cards on the whiteboard.

Example:

- a rusty gate, a young calf, a lost sheep, a grey elephant, a tall giraffe

Write the students' responses on the whiteboard. After all the picture cards have been done, go through with the students and get them to identify the adjectives used by underlining them.

5. Show the students a large picture of a scene on the farm. Discuss with the students what they see in the picture. Ask the following questions to the students, making sure that you use the 5 interrogatives to be taught in the lesson. You may want to show your questions which are on a piece of paper on the visualizer projector. Make sure you show the questions, one at a time.

Example:

- Where are the sheep?
- Who milks the cows every morning?
- Whose buckets are these?
- What is this? / What are the horses doing?
- Which of the two trucks is older?

Point to the students the 5 interrogatives used in the questions. Underline the interrogatives. Explain to the students that 'where' is used to ask about a place. 'Who' is used to ask about a person or people. 'Whose' is used to ask about possession. 'What' is used to ask about a thing or an action. 'Which' is used to ask someone to make a choice or to ask about a thing among a group of things.

8. Get students to look at the large picture of the scene on the farm again. This time, get the students to construct questions using the different interrogatives. Then, let the rest of the class answer the questions.

Additional Activities / Closure (15 min)

1. Put the students into groups of three or four. Tell the class that you have two bags. One bag contains cards with commands and interrogatives while the other bag contains words with adjectives. Tell the students that you will pick a word card from each bag. They have to make a

command with an adjective or an interrogative with an adjective with the word cards that you pick.

Example:

- Look at the green frog!
- What is the green frog doing?

Get the groups to share their sentences with the rest of the class after each set of word cards have been picked.

2. Tell the students to turn to **pages 57 – 59 and pages 61 – 62 of Learning English Workbook 2**. Review the 'Read and Learn' section on **page 57 and page 58**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **page 64** as homework. Discuss with the students the three pictures on **page 64**. Ask them what each picture is showing them. Read the words in the box below the pictures. Explain any words that might be unfamiliar to the students. Then, get the students to construct sentences about the pictures.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to look for a picture in the newspaper that has many details, e.g. a night scene at Chinatown, a busy road with people crossing, people having a picnic at the beach, etc. Alternatively, you may want to provide the pictures to the students. Encourage the students to use the 5 interrogatives learnt in the lesson to ask questions about the picture chosen. Then, get them to show the pictures and ask their classmates the questions they have written. Check that their questions are phrased correctly and make sense so that the other students can answer them.
2. Give students some plasticine and ask them to create an imaginary animal. Then, get them to write a few steps to show how they went about creating their imaginary animal. Tell them to use commands. Example: Pinch a piece of plasticine. Roll it in your palms to make a ball.