



Lesson Plan For Unit 11 (Part 1)



45 min

Theme: Great Imagination

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none">• Subject and object pronouns• Connectors of time• Adverbs of frequency	Words related to space adventures	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. identify and use subject and object pronouns in their writing and speech,
2. use connectors of time to appropriately tell the order of how things happen,
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. A video of life in a space station
3. Visualiser projector
4. A short passage on an astronaut's experience in outer space (Make sure that object pronouns are used in the passage.)
5. A video of an astronaut showing how he washes his hands or cooks his meal in outer space
6. Sentences for the students to sequence based on the video of how an astronaut washes his hands or cooks his meal in outer space (Make sure that the sentences are jumbled up.)
7. Sets of 4 picture cards which can be placed in order
8. Bags

Introduction / Warm-up Activity (10 min)

1. Show the students the video of how a group of astronauts live in a space station. After watching it, get the students to describe the activities that the astronauts do while out in space. Get the students to talk about how the astronauts eat, shave, cook, etc. Write their responses on the whiteboard.

Example:

- An astronaut pushed his colleague who floated through the tunnel.
- The astronauts floated around a small table to eat some flat bread.

2. You may also want to discuss what the space station looks like.

Example:

- The space station looks cramped with lots of buttons.

Write the sentences on the whiteboard.

Lesson (20 min)

1. Using the sentences written on the whiteboard, explain to the students that pronouns can take the place of a noun.

Example:

- An astronaut pushed his colleague who floated through the tunnel.
—> He pushed his colleague who floated through the tunnel.
- The astronauts floated around a small table to eat some flat bread.
—> They floated around a small table to eat some flat bread.
- The space station looks cramped with lots of buttons.
—> It looks cramped with lots of buttons.

Tell the students that 'he', 'they' and 'it' in the examples shown are called subject pronouns. They do the action in the sentence.

2. Draw a table with two columns. Write 'Subject pronouns' as one heading. Under the heading, write 'I', 'you', 'he', 'she', 'it', 'we' and 'they'. Get students to construct sentences using subject pronouns. Write the students' sentences for the remaining subject pronouns on the whiteboard and reiterate the point about subject pronouns doing the action in the sentences.
3. Place a short passage on an astronaut's experience in outer space on the visualiser projector. Get the students to read the passage on their own. Then, highlight at least two sentences from the passage that contain object pronouns in them.

Example:

- The spaceship takes us to outer space.
- Fred leads me to another room in the space station.

Underline the object pronouns in each of the sentences that you have highlighted. Explain to the students that object pronouns receive the action in a sentence. Object pronouns are 'me', 'you', 'him', 'her', 'it', 'us' and 'them'. Get the students to find other sentences in the passage that contain object pronouns. Highlight the sentence and then underline the object pronoun as the class discusses them.

4. Show the students another video of how astronauts wash their hands or how they cook spinach in outer space. After watching it, show them some sentences on a piece of paper placed on the visualiser projector. The sentences are jumbled up. Get the students to sequence the sentences in the order in which washing hands in outer space take place.
5. After the students have finished sequencing the sentences, go through each of them. Point out to the students 'before', 'after', 'as', 'when' and 'while' and tell them that they are known as connectors of time.

Example:

- After you put the packet of spinach in the water distributer, adjust the knob to the amount of water you want for your spinach.
- While you are waiting for the spinach to be cooked, you can go and do something else.
- You can have fun trying to eat your spoon of spinach as it floats in the air.

Highlight these words. Tell the students that connectors of time talk about when things happen.

6. Explain to the students that 'before' and 'after' are used to show the order in which two things happen. Give more examples to the students regarding these two connectors of time. Get the students to identify which of the two events in a sentence takes place first when the connector of time 'before' or 'after' is used. Let students construct some sentences using 'before' and 'after' and write them down on the whiteboard to show as examples to the class.
7. Explain to the students that 'as', 'when' and 'while' are used to talk about two things that happen at the same time. Let students construct some sentences using 'as', 'when' and 'while' and write them down on the whiteboard to show as examples to the class.

Additional Activities / Closure (15 min)

1. Put the students in groups. Give each group a bag of 8 picture cards. Tell them that they need to sequence the picture cards into two sets of four. After that, they need to write sentences to show the order in which things happen using connectors of time. For each set of picture cards, they need to use at least two connectors of time. A connector of time cannot be used again once it has been used. After the groups have completed their sentences, get each group to present their answers on the visualiser projector.
2. Tell the students to turn to **pages 81 – 83 of Learning English Workbook 3**. Review the 'Read and Learn' sections on **page 81 and page 82**. You may want to go through at least two questions on page 118 so that the students know how to join the two given sentences. 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 **pages 86 – 88** as homework. Go through the passage with the students. Explain to them any words or phrases that may be unfamiliar to them. Elicit answers from them for the questions. Get the students to explain how they derive their answers.
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 explain what an astronaut is and research on some famous astronauts who have travelled to outer space. Get them to write a biodata on these astronauts. You may want to provide them with some of the names: Neil Armstrong, John Glenn, Liu Yang. Get them to share their research in class during the next lesson.