



Lesson Plan For Unit 6 (Part 1)

 45 min

Theme: Act It Out!

Focus:	Grammar	Vocabulary	Comprehension	Writing	
	<ul style="list-style-type: none"> Connectors of reason Connectors of sequence The simple future tense 	<ul style="list-style-type: none"> Contractions 	<ul style="list-style-type: none"> Words used in making predictions 	<ul style="list-style-type: none"> Answering questions based on a passage 	<ul style="list-style-type: none"> Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use words that are used in making predictions,
2. use the simple future tense,
3. form contractions,
4. write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. Visualiser projector
3. Blank paper
4. Pen
5. A piece of paper showing pronouns and verbs (in base form) and how they are changed by using contractions
6. Storybook about acting
7. Word cards (refer to the words in the box on page 48)
8. Blank Bingo cards (3 x 3 grid)
9. A bag with slips of paper with numbers on each of them (numbers 1 – 12)
10. A list of sentences with different verbs and pronouns used (numbered 1 – 12)

Introduction / Warm-up Activity (10 min)

1. Tell the students that they have to prepare a short skit for an upcoming concert held in the school. Elicit from the students what a skit is.
2. Tell the students the theme of the skit is about themselves in the classroom and what they do when they are having lessons. Get ideas from the students on what they need to make the skit successful.

Example:

- props, costumes, music, actors, actresses, prompters
- Write the students' responses on the whiteboard.

Lesson (20 min)

1. Pointing to each of the things that the students have listed on the whiteboard, ask for volunteers. Get the students to decide for themselves the role they want to take on to make the skit successful. Remind the students that all roles are important and the actors and actresses are not the only ones who will get all the credit.

Example:

- The red and green groups will help to do the props.

- I shall write the story.

Write the sentences on the whiteboard.

2. Underline the words 'will' and 'shall' in the sentences shown on the whiteboard. Explain to the students that these show the simple future tense. Tell the students that the simple future tense is formed simply by putting 'shall/will + a verb (in the base form)'. Highlight to the students that 'shall' is used with the pronouns 'I' and 'we' whereas 'will' is used with the pronouns 'I', 'we', 'they', 'he', 'she', 'it' and 'you'. You may want to draw a table on the whiteboard with two columns with the headings 'shall' and 'will'. Then, write the correct pronouns under each heading.
3. Get the students to construct some sentences using 'will' and 'shall'. Use the visualiser projector and write their sentences on a piece of blank paper to show the students. Ask the class if the sentences made have used the correct future tense.
4. Now, using each of the sentences written on the whiteboard, shorten the pronoun and the verb (in the base form).

Example:

- She will paint the pieces of cardboard.
- She'll paint the pieces of cardboard.

Show the students that the two words 'she' and 'will' have been joined to make a shorter word. Use the term 'contraction'. Tell the students that they need to use an apostrophe to replace the letters that are taken out to form the contraction.

5. Use the visualiser projector to show other examples to further explain how contractions are used.

Example:

- I am → I'm
- He is → He's
- You are → You're
- She has → She's
- We have → We've
- I will → I'll

Get the students to construct sentences using the different contractions.

6. Show the cover of a storybook to the students. Get them to talk about the cover of the book. Let the students predict what the story is about based on the pictures and title of the book. Read the story to the students. Get them to guess the ending of the story. After reading the book, show the word cards to the students. Get the students to read the words after you. Explain to them any of the words that may be unfamiliar to them, using the storybook that you have just read as an example or reference. Get the students to construct sentences using the words shown on the word cards.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Give each pair of students a Bingo card. Show them a list of contractions that they can choose from. Then, get them to pick 6 contractions that they want and write each of the contractions in the box of the Bingo card. Tell the students that you have a bag with slips of papers with a question number on each of them. Each question number corresponds to sentences found on another piece of paper that you have prepared. After you have picked a number from the bag, you will read the corresponding sentence. The students have to change the pronoun and verb found in the sentence to form a contraction. If the contraction is found

on their Bingo card, they can cross it out. This goes on until a row (horizontally, vertically or diagonally) is achieved, then the pair of students must shout the word 'Bingo!'. The winner of the game is the pair that calls out 'Bingo' first.

2. Tell the students to turn to **pages 46 – 48 of Learning English Workbook 3**. Review the 'Read and Learn' section on **pages 46 – 47**. 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 51** as homework. Read the instructions and go through the helping words. Explain words the students are unfamiliar with. You might want to start the first paragraph and have the students continue the story on their own.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Put the students in groups. Tell them that they have to come up with a short story using three items (e.g. hairclip, tissue paper, football) that you will give them. They have to be creative and ensure that their story has a beginning and an ending. Once their story is complete, they can act their story out to the rest of the students in their class. Their written story can be pinned on the English notice board.