



# Lesson Plan For Unit 11 (Part 1)



## Theme: Let's Travel

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>The simple present tense</li> <li>Prepositions (3)</li> </ul>	<ul style="list-style-type: none"> <li>Means of transport</li> <li>Things on the road</li> </ul>	Answering questions based on a passage	Writing a story based on pictures using helping words and questions

### Lesson Objectives

Students are able to

1. identify and name the different forms of transport,
2. identify and name the things found on the road,
3. write a story based on a picture using helping words and questions.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 1
2. An enlarged picture of a scene showing different forms of transport and things found on the road
3. Picture cards of the different forms of transport (refer to the pictures found on page 70)
4. Picture cards of the things found on the road (refer to the pictures found on page 71)
5. Word cards of the names of different forms of transport
6. Word cards of the things found on the road
7. Blu tack

### Introduction / Warm-up Activity (10 min)

1. Stick the enlarged picture of a scene showing different forms of transport and things found on the road on the whiteboard. Encourage the students to identify and name the different types of transport on the road. Discuss with the students the things that are found on the road.
2. Discuss with the students the things that are used by pedestrians to ensure that they cross the road safely.

### Lesson (20 min)

1. Stick the picture cards which show the different forms of transport. Next, show the students the word cards, one by one. Get them to read each word card before letting them match the words with the pictures. Discuss with the students how one form of transport is different from the other.

*Example:*

- A trishaw has three wheels but a bicycle has two wheels.
2. Show the students the second set of picture cards which show the things found on the road that ensure that pedestrians cross the road safely. Discuss how these structures help pedestrians as

well as motorists stay safe. Next, show the students the words cards, one by one. Get them to read each word card before letting them match the words with the pictures.

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

1. Remove all the picture cards and word cards on the whiteboard. Give each student the cards instead. If there are more students than the number of cards you have, ensure that you have made extra picture cards or word cards so that every student holds a card.
2. Tell the student that they cannot turn their cards over until you give a signal. Only then are they allowed to see what they have. If they are holding a word card, they need to match it with picture card that another student is holding and vice versa. Once they have matched their cards, they need to hold hands and sit down on the floor. Remember that there might be 3 students in a group who share the same picture or word card. When everyone has sat down, it means that all the cards have been matched. Have a group discussion with the students and check if every pair or trio is correct in their match.
3. Tell the students to turn to **pages 70 – 71 of Learning English Workbook 1**. 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 74** as homework. Discuss with the students the three pictures shown on **page 74**. Elicit from them what they see in each picture. Show them the helping words in the box and read the words together with them. Go through the questions with them as well. You may want to help them with the first paragraph of the story and let them continue the rest of the story.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Get the students to create a poster of different forms of transport. Limit the number of transport for each poster to 10. The students can draw or find pictures from newspapers or magazines to paste on their poster. Tell them to label each form of transport. Bring it to class and show it to their classmates in the next lesson.