



Lesson Plan For Unit 3 (Part 1)



Theme: Shapes and Colours

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Conjunction 'and'	Shapes, colours and sizes	Answering questions based on a passage	Describing pictures using helping words

Lesson Objectives

Students are able to

1. use the conjunction 'and' to talk about a list of things, to join groups of words together, or to talk about similar ideas,
2. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. A picture with overlays that show the colours of the rainbow
3. Visualiser projector
4. A list of 5 questions (2 simple sentences per questions from which the students need to rewrite using 'and')

Introduction / Warm-up Activity (10 min)

1. Lay the picture of a rainbow (without any colours) on the visualiser projector. Elicit from the students what it is and discuss the characteristics of a rainbow with them.

Example:

- When do you see a rainbow?
- How does a rainbow look?
- How many colours are there in a rainbow?

2. Put the first overlay on top of the picture of the rainbow. Get the students to name the colour of the rainbow. Then, proceed to put the second, third, fourth layers and so on on top of the picture of the rainbow, making sure that the students identify each colour. Write the sentences as shown below on the whiteboard.

Example:

- A rainbow is red.
- A rainbow is orange.
- A rainbow is yellow. (and so on)

Next, combine the individual sentences to show that a rainbow has all seven colours.

Example:

- A rainbow is red, orange, yellow, green, blue, indigo and violet.

Point out to the students that the conjunction 'and' is used when listing out two or more things; it appears before the last thing mentioned.

Lesson (20 min)

1. Next, get two students (of the same gender) to volunteer to stand in front of the class. Get the rest of the students to identify these two students and write their names on the whiteboard. Then, write a sentence about them using the conjunction 'and'.

Example:

- Sue and Ling are girls.

2. Get another student to join the first two students to stand in front of the class. Ask the rest of the class how they would introduce the third student into the sentence that has been written on the whiteboard. Write the sentence made by the students.

Example:

- Sue, Ling and Jane are girls.

You may want to reinforce the students' understanding of where to place the conjunction 'and' when more things are added on the list by asking another one or two more students to join the group at the front of the class.

3. Ask the students standing in front of the class to return to their seats with the rest of the class. Next, show and tell the class two accessories that you are wearing. Construct two sentences to show what you have

Example:

- I have a blue necklace. I have a gold ring.

Show the students how the two sentences are rewritten by using the conjunction 'and' by grouping words together.

Example:

- I have a blue bracelet and a gold ring.

You may want to reinforce the students' understanding by providing more examples.

4. Select a student who is both tall and thin. Ask him to stand up so that the rest of the students can see him. Tell the class that you are going to describe him.

Example:

- Jason is tall. He is thin.

Ask the students how they can describe the student by combining the two sentences using 'and'. Elicit from them the answer.

Example:

- Jason is tall and thin.

You may want to reinforce the students' understanding by providing more examples.

Additional Activities / Closure (15 min)

1. Tell the students to work in pairs. Use the visualiser projector and show the class the list of 5 questions, one at a time. They have to discuss with each other on how to rewrite the sentences by using 'and'. Go through the answers with the students orally and write the answers down on the visualiser projector.
2. Tell the students to turn to **pages 13 – 14 of Learning English Workbook 1**. Review the 'Read and Learn' section on **page 13**. 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 16 – 17** as homework. You may wish to go through the passage with the students before discussing the first two questions with them. Draw their attention to the 1st question which is open-ended.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.