



# Lesson Plan For Unit 6 (Part 2)



## Theme: Occupations

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Personal pronouns and verb 'to be'	Occupations	Answering questions based on a passage	Completing a short passage

### Lesson Objectives

Students are able to

1. use the correct personal pronouns and verbs 'to be',
2. replace the nouns acting as subjects, objects or possessive markers to personal pronouns.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. Picture cards showing different occupations (used in Lesson Plan 11)
3. Slips of paper with the words 'I', 'He', 'She', 'We', 'They', 'You', 'am', 'are' (3 pieces), 'is' (2 pieces) written on them
4. Envelopes, each to hold the 12 slips of papers
5. Word cards with the names of different occupations (used in Lesson Plan 11)
6. Blu tack

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

1. Stick the picture cards on the whiteboard. Recap with the students the names of each occupation by eliciting from them who they are. Once the students identify each occupation shown on the picture card correctly, let them to choose from the list of word cards that you have the correct one to stick on the whiteboard, next to the corresponding picture card.

### Lesson (20 min)

1. Now, pointing to yourself, tell the students that who you are.

*Example:*

- I am a teacher.

Highlight to the students that the personal pronoun 'I' is special and is followed by 'am' (verb 'to be'). Provide more examples of the use of 'I am'.

*Example:*

- I am tall and thin.
- I am in my twenties.

2. Next, pointing to one of picture cards on the whiteboard, ask the students who he is. Get the students to answer in a complete sentence.

*Example:*

- He is a hawker.

Write the sentence on the whiteboard and underline the personal pronoun and verb 'to be'. Highlight to the students that 'he' is used to refer to a male. Since it is a singular pronoun, the

verb 'to be' must be singular too. Model the same sentence with the singular pronoun 'she' as well.

3. Pointing to the students, ask them who they are. Get the students to answer in a complete sentence.

*Example:*

- We are students in Primary 1C.

Write the sentence on the whiteboard and underline the personal pronoun and verb 'to be'. Highlight to the students that 'we' is used to refer to the subject and others who are with him/her. Since it is a plural pronoun, the verb 'to be' must be plural too. Model the same sentence with the singular pronoun 'they' as well by referring to students /teachers outside the classroom.

4. Because the personal 'you' can be used to refer to one person or to many, emphasise to the students how to use it. Highlight to the students that 'you' is used with the verb 'are'. Point to a student and identify him.

*Example:*

- You are John.

Next, point to all the students in the class and identify them.

*Example:*

- You are students of Primary 1C.

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

1. Get the students to work in pairs. Tell the students that each pair will receive an envelope that contains slips of paper with pronouns and verbs 'to be' on them. At the signal, each pair has to open the envelope and match the pronouns to the verbs 'to be' correctly. The pair who finishes the fastest must raise their hands. One every pair has completed their pair work, go through the answers with the students to check on their understanding.
2. Tell the students to turn to **pages 31 – 32 of Learning English Workbook 1**. Review the 'Read and Learn' section on **page 31**. Read the instructions with the class. 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 34 – 35** as homework. Go through the passage with the students. You may wish to go through at least two of the questions to show the students how to do them.
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 who worked with each other in a pair earlier to divide a drawing block into 6 parts. Then, paste the 6 personal pronouns and their corresponding verbs 'to be' which they had in the envelope in each part of the drawing block.