

**Theme: Jumbled Up (2)**

**Focus: Sentence Formation**

### Lesson Objectives

Students are able to

1. form logical and grammatically correct sentences,
2. rearrange words to form sentences.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 1
2. Instructions for a magic trick with cut-out sentences for each step
3. Cut-up sentences written on cards
4. Cut-up sentences that form a short paragraph
5. A simple dialogue between two people (for Optional Activity)

### Introduction / Warm-up Activity (5 min)

1. Tell the students that you have with you the steps for doing a magic trick. However, the words have been mixed up. Show them the words for each step, one at a time, and get them to rearrange the words to form the correct sentence.
2. You may want to perform the magic trick after the steps have been written down.
3. You may also want to give the students a copy of the magic trick for them to try at home.

### Lesson (10 min)

#### Sentence Formation

1. Tell the students that there are different ways to write a sentence. Review the structures taught in the previous lesson. Highlight to the students sentence structures that begin with 'There is/are' and 'It is'. Ask the students questions that require them to give answers using these words.

**Example:**

- How many students are there in this class?

They should answer, "There are thirty students in this class."

2. Write all the sentences on the board.
3. Show the students the cut-up sentences, one at a time, and let them take turns rearranging the words to form sentences.

### **Classroom Activities / Assessment (10 min)**

1. Let the students complete **Exercise 49 of Learning Vocabulary Workbook 1, pages 97 – 98** on their own.
2. Facilitate the students' learning by walking around to check their answers.

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

1. Give each group several cut-up sentences. You may want to use different coloured paper to differentiate among the sentences. Get each group to rearrange the words to form sentences and then rearrange the sentences to form a short paragraph.
2. If time permits, let the groups draw pictures to illustrate their paragraph.
3. Let the students share their work with the class.

### **Optional Activities**

1. Ask the students to complete **Exercise 50, pages 99 – 100** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Give the students a simple dialogue between two people. Get them to read the dialogue and write another sentence to say what will happen next.
4. Get them to jumble up their sentences and let their friends rearrange the words to find out what their sentence is.