



Lesson Plan For Unit 3 (Part 1)

45 min

Theme: Write Away

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Modals 'can' and 'cannot' (1) • Adjectives 	Forms of writing	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. identify and name the different forms of writing,
2. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. A recipe to make a garden salad
3. Ingredients based on the recipe
4. A basket
5. A sample of the following: riddle, comic, email, letter, report, joke, poster, list
6. Word cards (refer to the words in the box on page 26)
7. Visualizer projector

Introduction / Warm-up Activity (10 min)

1. Tell the students that you are making a garden salad. Have with you a basket with the ingredients in it.
2. Put the recipe on the visualizer projector and go through with the students the ingredients needed to make the garden salad. As you read each ingredient on the recipe, show the students the actual ingredient which you will take from the basket.
3. Next, read the procedure on how to make the garden salad. Get a student or two to help you with the salad.

Lesson (20 min)

1. Point to the recipe on the visualizer projector and tell the students that it is a recipe. Elicit from them what they think a recipe is based on the earlier activity they have done. Get specific words like 'instructions', 'make a dish' and 'ingredients' that will define what a recipe is.
2. Next, tell the students that you have a friend who lives abroad who wants to have this recipe. Elicit from them how you can give the recipe to your friend.

Example:

- We can send an email or write a letter to your friend.

Again, ask the students what an email or letter is. Get specific words that define what an email or letter is from the students.

3. Get ready the samples of different forms of writing. Place them on the visualizer projector, one at a time. Get the students to identify and name each of them and stick the corresponding word

card on the whiteboard. Get specific words that define what each form of writing is from the students.

Example:

- A comic is in pictures placed in order to tell a story.

Additional Activities / Closure (15 min)

1. Using the word cards on the whiteboard, put them in any order and number them from 1 – 10.
2. Put the students into groups. Give each group an envelope. When you give the signal, tell them to open the envelope which contains samples of different forms of writing. Ask the students to match the samples that they have to the word cards by writing the corresponding numbers. For example, if the word card 'email' is numbered as 3, look for the form of writing that is an email and write a number '3' on the paper itself.
3. Tell the students to turn to **pages 26 – 27 of Learning English Workbook 2**. 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 27 – 29** as homework. Read the passage on **pages 27 – 28** together with the students. Explain any words that might be unfamiliar to them. Go through the questions orally with the students and elicit from them where they are able to get the answers in the passage.
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 to write an email to you to tell you about their day in school. You may want to seek parents' involvement in this by getting a letter ready for each student to bring home. Tell the students that they need not write a long email. An email with about 10 sentences is sufficient. Get them to print out the email and hand it in to you. You may want to select a few to put on the English notice board.