



# Lesson Plan For Unit 2 (Part 1)



45 min

## Theme: Good Books

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>The simple present tense</li> <li>Common nouns</li> </ul>	Things found in a book	Answering questions based on a passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

- use the simple present tense of verbs to talk about past actions and events,
- identify and name the things found in a book,
- answer questions based on a passage.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 3
- Two storybooks
- Visualizer projector
- Slips of papers with verbs in the simple present tense on each of them
- A bag to hold the slips of papers

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

- Prepare the students for a storytelling session. Before you start reading the story, show the front cover of the storybook and get the students to talk about what they can see on it. You may want to place the storybook (if it is a small book) on the visualizer projector so that every student can see it clearly. Refer the students to the title, author and illustrator which are usually found on the front cover.
- Elicit from the students what they can predict about the story based on the picture and title shown on the front cover. Let them tell you who the author and illustrator are.
- Read one chapter or part of the story to the students. Stop at an interesting or exciting part so that the students will be keen to borrow the storybook to read on.

### Lesson (20 min)

- Place the storybook on the visualizer projector. Turn to the contents page and point out to the students the page numbers and names of the chapters found there. Ask the students to locate the pages where certain names of chapters are found in the book. You may want to ask a few students to come up to the front of the class to flip through the pages of the book to locate the chapter.
- Get the students to take out a textbook. Tell them to find the title, author, illustrator, contents page, name of chapter and page numbers.
- Pick another storybook from the class library and ask the students questions about the storybook you have in your hand. You may want to use the terms that they have just learnt about the different parts of the book in your questions. Ensure that their responses are in the present tense.

**Example:**

- What do I have here? You have a book.

- How many pages does this book have? It has 200 pages.
- What is the title of this book? It is 'The Wizard of Oz'.
- How many of you like the front cover of this book? Six of you like the front cover of this book.

Write the students' answers to your questions on the whiteboard.

4. Underline the simple present tense in each of the sentences that are on the whiteboard. Tell the students that they are the simple present tense because they talk about things that are true now.
5. Get the students to construct some sentences of their own using the simple present tense. Write their sentences on the whiteboard as well. When there are at least five sentences on the whiteboard, ask the rest of the class to pick out the simple present tense in each of the sentences.

### Additional Activities / Closure (15 min)

1. Put the students in groups. Pass a bag that contains slips of papers with the verbs in the simple present tense. Each student has to pick a slip of paper from the bag. In their groups, they have to make a short humorous story using the verbs they have picked. Their story can only have a maximum of 8 sentences. Give the students some time to think of a title for their story as well. Then, let them show the rest of the class what verbs they have picked and present their short stories to the class.
2. Tell the students to turn to **pages 11 – 12 and pages 14 – 15 of Learning English Workbook 3**. Review the 'Read and Learn' section on **page 11**. 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 – 18** as homework. Read the passage together with the students. Explain to them any words that might be unfamiliar to them. You may want to go through some of the questions with the students and elicit the answers from them. Ensure that the students are able to tell you how they inferred or concluded the answers from 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 expand on the story that they had earlier written at the 'Conclusion' of the lesson. This time, encourage the students to create a real book by providing a cover page, a contents page and adding in the title, illustrator, etc. Tell the students to break the story up and write a few sentences on each page. Let them illustrate their own book and bind it up. They can display their self-made storybooks in the class library.