



Lesson Plan For Unit 3 (Part 2)



45 min

Theme: Fables and Parables

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none">Adjectives and comparison of adjectivesExpressions of quantityDirect speech	Characters in fables and their behaviour	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

- describe the differences between a fable and a parable,
- describe what we think of something by using adjectives,
- compare nouns by using comparison of adjectives,
- use expressions of quantity to answer questions,
- answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 3
- Illustrations from the parable 'The Parable of the Ten Lepers'
- Illustrations from the parable 'The Sower and the Seed'
- Questions on the parable 'The Sower and the Seed'
- Visualizer projector
- Sentences with two options of expressions of quantity from which the students have to pick the correct one

Introduction / Warm-up Activity (10 min)

- Ask the students if they know what a parable is. Elicit answers from them. Write their responses on the whiteboard. Correct any misconceptions they have of what a parable is. You may want to ask them if there is any difference between a fable and a parable.
- Tell the students that you are going to tell them the parable of 'The Parable of the Ten Lepers.' Explain what a leper is. Use the illustrations and place them on the visualizer projector as you tell the story. You need not show the words at all.
- At the end of the parable, ask the students what lessons they have learnt from the parable. Write their responses on the whiteboard.

Example:

- It is often very easy to plead with God and ask Him for help. But we must also learn to show our gratitude to God and other people in our lives for the kindness shown to us.

Lesson (20 min)

- Ask the students to list the characters in the parable. Then, get them to describe the characters. Write their responses on the whiteboard.

Example:

- the nine lepers – ungrateful
- one leper – delighted
- Jesus – kind

Tell the students that the words they have chosen to describe the characters in the parable are called adjectives. Write the word 'Adjectives' on the whiteboard.

2. Use another section of the whiteboard and draw a table with three columns. Write the headings, 'Adjectives', 'Comparative Adjectives' and 'Superlative Adjectives' in each of the columns. Using the adjectives written on the whiteboard, write them down on each row under the heading 'Adjectives'.
3. Explain to the students that adjectives are used to compare nouns. But when there is a need to compare two nouns, we add '-er' or 'more' to the adjective.

Example:

- ungrateful – **more** ungrateful
- delighted – **more** delighted
- kind – **kinder**

Get the students to construct sentences using the comparative adjectives. They can use examples from the parable that they have just heard or construct their own sentences.

4. Explain to the students that when there is a need to compare more than two nouns, we add '-est' or 'more' to the adjective.

Example:

- ungrateful – **most** ungrateful
- delighted – **most** delighted
- kind – **kindest**

Get the students to construct sentences using the comparative adjectives. They can use examples from the parable that they have just heard or construct their own sentences.

5. Write some other adjectives in the 'Adjective' column. Then, get the students to decide on how the comparative and superlative adjectives should be. Encourage them to construct the sentences to show how they are used.
6. Read another parable 'The Sower and the Seed' to the students. Then, ask the students questions about the parable. Show them the questions, one at a time, on the visualizer projector.

Example:

- How many seeds did the sower throw?
- How many birds ate the seeds?
- How much soil was there on the rocky ground?

Let the students answer the questions. Write the students' answers below each of the questions.

Example:

- The sower had some seeds.
- A few birds ate the seeds.
- There was little soil on the rocky ground.

Underline the expressions of quantity used in the answers. Tell the students that they are used to answer the questions 'How much?' and 'How many?'.

7. Ask the students to identify the countable and uncountable nouns. Refer the students to the sentences that are on the visualizer projector. Point out to the students that 'seeds' and 'birds' are countable nouns whereas 'soil' is an uncountable noun.
8. Explain to the students that 'some' and 'few' are expressions of quantity that are used with countable nouns. Elicit from them other expressions of quantity that they can use with countable nouns.

Example:

- two girls, both girls, several people, many toys

9. Explain to the students that 'little' is one of the expressions of quantity that is used with uncountable nouns. Elicit from them other expressions of quantity that they can use with uncountable nouns.

Example:

- much water, some air, little salt

10. Highlight to the students that there are some expressions of quantity that can be used with both countable and uncountable nouns.

Example:

- some, no, a lot of, all

Give the students some examples of how both countable and uncountable nouns can be used for such expressions of quantity.

Example:

- There are no girls. (countable noun)
- There is no air. (uncountable noun)

Additional Activities / Closure (15 min)

1. Put the students in pairs. Show the students some sentences, one at a time, on the visualizer projector.

Example:

- There is (a little, many) salt in the bottle.

Get the students to choose the correct answer and write it down on paper. Check the answers with the students after all the questions are attempted.

2. Tell the students to turn to **pages 21 – 25 of Learning English Workbook 3**. Review the 'Read and Learn' section on **pages 21 – 22 and pages 23 – 24**. 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 29 – 31** as homework. Read the passage together with the students. Explain any words that might be unfamiliar to the students. You may want to go through at least the first three questions with the students. Elicit from them how they derived their answers.
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 a fable or a parable which they know. Get them to use at least five different expressions of quantity in their fable or parable. Tell them to underline the expressions of quantity that they use. Then, bring it to class and show the rest of the classmates. Ask the classmates to check if the expressions of quantity used for the countable or uncountable nouns are correct.
2. Play the game 'Happy Family' using cards with comparison of adjectives on them. Tell the students that they will play in groups. Each group has a set of cards which they need to give out to the players evenly. Tell them that once all the cards have been given out, each player looks at his cards and tries to find a family of 3 comparison adjectives, e.g. careful, more careful, most careful. If a player has a family of 3 comparison adjectives, he places it on the table in front of him. Each player takes turns to pick a card from the stack of cards from the player on his left. Should he pick a card that makes a family of 3 on his deck, he can place them on the table in front of him. If the card he picks does not make a family of 3 with any of the cards in his deck, he has to keep it there until another player has his turn to pick from his deck. The game continues until all the cards have been used up. The winner of the game is the one who has the most number of family cards.