



Lesson Plan For Unit 4 (Part 1)



45 min

Theme: The High Seas

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none">• Proper nouns• The present continuous tense• Adverbs of manner• Question words (1)	<ul style="list-style-type: none">• Words used in descriptions and providing details• Movements	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use appropriate words to describe and provide details,
2. describe different movements,
3. use question words when asking questions,
4. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. A short clip of the world under water
3. A storyline similar to the passage on page 46 (Ensure that the words in the box are all used in the passage.)
4. Word cards (refer to the words in the box on page 45)
5. Picture cards (refer to the words in the box on page 45)
6. Visualizer projector
7. Powerpoint slides showing answers to incomplete questions that the students have to write

Introduction / Warm-up Activity (10 min)

1. Ask the students if any of them have even gone diving or snorkeling. Get them to discuss their experiences with the rest of the students.
2. Then, show the students a short video clip of the underwater world. Discuss with the students what they have just seen on the video clip.
3. You may want to review the video clip and use the appropriate vocabulary words (found in the box on page 45) to talk about the scenes. Use the word cards and stick them on the whiteboard.

Lesson (20 min)

1. Read the words on the word cards. Explain to the students the meaning of any of the words that they may not be familiar with using appropriate contexts or actions. Use picture cards to further explain the meaning of some of these words.
2. Place the storyline on the visualizer projector. Read the story to the students. Discuss with the students the experience felt by the narrator of the story.
3. Get the students to find the words that describe movements in the passage that they have just read. Circle the words with a red pen.

Example:

- kicked, swished, scrambled, drifting

Explain to the students the meaning of the words. You may also want a student to demonstrate some of the movements.

4. Based on the passage that has just been read, ask the students some questions about it using question words 'who', 'what', 'why', 'when', 'where', 'which', 'whose' and 'how'. Have the paper with the questions that you are going to ask the students placed on the visualizer projector. Write the students' responses to the questions on the same paper.

Example:

- Who is the main character in the story? He is Ken.
- What did he do when he reached the diving spot? He dived straight into the water.
- Why did he kick his feet as fast as he could when he was in the water? He wanted to push himself deeper into the water.

When did he plan for the trip? He planned it a month ago.

5. Underline the question words used in each of the questions. Explain to the students that each of the question words is used to talk about something. The use of 'who' in a question is used to talk about people. Therefore, in response to the question asked earlier, the students' response was to give a name of a person.

Example:

- Who is the main character in the story? He is Ken.

The use of 'what' in a question is used to talk about things, events or actions.

Example:

- What did he do when he reached the diving spot? He dived straight into the water.

The use of 'why' in a question is used to talk about reasons.

Example:

- Why did he kick his feet as fast as he could when he was in the water? He wanted to push himself deeper into the water.

The use of 'when' in a question is used to talk about the time something happens.

Example:

- When did he plan for the trip? He planned it a month ago.

6. In the same way, provide an example for each of the following question words. The use of 'where' in a question is used to talk about places. The use of 'which' in a question is used to talk about a choice. The use of 'whose' in a question is used to talk about possession. The use of 'how' in a question is used to talk about the way something is done.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Show the students some sentences which are answers to questions using powerpoint slides. However, the questions are not complete, so the students have to complete writing the questions themselves. The question words are given to the students to help them write the questions.

Example:

- When _____? We are going to the seaside on Saturday.

Check the answers that the students have written.

2. Tell the students to turn to **pages 41 – 45 of Learning English Workbook 3**. Review the 'Read and Learn' section on **pages 41 – 42**. 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 46 – 48** 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. Let the students draw and colour/paint a scene of the world under the sea. Then, get them to write at least 10 sentences about what they can see or experience under water.
2. Get the students to find words that describe different movements that living things can make when they are in the water. Let them list as many words as they can. Then, bring their lists to class and share their findings with the rest of their classmates.

Example:

- float, paddle, swim, tread, kick, push, glide