



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 capital letters for proper nouns,
2. use the present continuous tense to talk about actions that are happening now or for future actions that have been planned,
3. tell the way something is done by using adverbs of manner,
4. write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. A map of the world
3. A poster tube
4. Word cards with the present continuous tense written on each of them
5. Word cards (refer to the words in brackets found on page 40 and write the adverbs of those words on the other side of the cards)

Introduction / Warm-up Activity (10 min)

1. Stick the map of the world on the whiteboard. Ask the students what the green and blue areas on the map represent. Elicit from the students the names of different countries and oceans. Write their responses on the whiteboard.
2. Next, ask a few students if they have been to a country that is listed on the whiteboard. Write their names next to the countries they have visited.
3. You may want to ask the students what mode of transportation they have used to go to such countries. Elicit from them the names of the airlines, cruises, etc. they have taken to get to those countries. Write their responses on the whiteboard.

Lesson (20 min)

1. Write the words 'Proper Nouns' on the whiteboard. Tell the students that what they have listed on the whiteboard are proper nouns. They are names of specific places, people and things.

Example:

- Pacific Ocean, Malaysia (place)
- Geraldine, Bob (people)
- Thai Airlines, Aquarius, Changi Airport (thing)

Ask the students if they noticed anything similar in all the words that are proper nouns. If they cannot tell you the answer, underline the uppercase letters in all the proper nouns. Then, tell the students that proper nouns start with capital letters.

2. Let the students know that some names of specific animals are also proper nouns.

Example:

- German Shepherd, Siamese cat, Thoroughbred horse

Explain to the students why 'cat' and 'horse' are not in capital letters in such cases (they are common nouns).

3. Take the map down from the whiteboard. As you do so, say out loud to the students what you are doing. Then, stick the word card with the present continuous tense on the whiteboard.

Example:

- I am taking the map down from the whiteboard.

Every action that you do after this, use the present continuous tense so as to show the students that you are talking about the action you are currently doing. Then, stick the appropriate word cards on the whiteboard.

Example:

- I am putting the map back into its poster tube.

4. Ask the students what they are doing now. Write their responses on the whiteboard.

Example:

- We are listening to you. We are sitting on our chairs.

Underline the present continuous tense in the students' sentences. Explain to them that the present continuous tense is used to talk about things that are happening at the present moment. Get the students to construct some sentences using the present continuous tense to talk about things that are currently happening.

5. Then, tell the students what they are going to do later on.

Example:

- You are going to back to your seats later.
- Every pair of student is going to play a game together.

Explain to the students that the present continuous tense can also be used to talk about future actions that have been planned. Get the students to construct some sentences using the present continuous tense to talk about future plans.

6. Walk briskly across the room. Ask the students the manner in which you walked. Write their responses on the whiteboard. Then, walk slowly but unsteadily across the room. Ask the students the manner in which you walked the second time. Write their responses on the whiteboard again. Tell the students that 'briskly', 'unsteadily', 'quickly', 'slowly', etc. which were used to describe the manner in which you walked are adverbs of manner. Highlight to the students that most adverbs of manner end with '-ly'.
7. Show the students word cards (the words in brackets on page 40). Read the words and get the students to read after you. Show the word cards, one at a time, and explain to the students what they mean if they are unfamiliar with the words. Then, get the students to change the words to adverbs. Flip the word card over to reveal the spelling of the adverb. Let the students construct sentences using the adverbs they have made.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Give the students three words: a personal pronoun, a present continuous tense and an adverb of manner. Tell the students that they have to construct a sentence with all the three words that you give them. Get them to discuss with their partner and then encourage the students to share their sentences with their classmates. You may want to do this activity 5 times, each time with a different set of three words.
2. Tell the students to turn to **pages 35 – 40 of Learning English Workbook 3**. Review the 'Read and Learn' section on **page 35, pages 37 – 38 and page 39**. 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 **page 49** as homework. Read the instructions and go through the helping words. Explain words the students are unfamiliar with. You might want to start the first paragraph and have the students continue the story on their own.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Provide books and pictures of the ‘Titanic’ to the students. Show the students part of the show, ‘Titanic’, when it started sinking. Get them to talk about the feelings of the passengers on board the ship and describe the chaotic moment. Then, let them write a short summary about that part of the show. You may want to remind them to use the personal pronouns and adverbs in their summary to describe the events.