

**Theme: A Penny For Your Thoughts**

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Connectors	Language for expressing opinion	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. express their opinions by using the appropriate language,
2. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Word cards (Refer to the words shown in the box on page 146.)
3. Visualizer projector
4. A sheet of paper with sentences (Ensure that the words in the sentences can be substituted with the words shown in the box on page 146.)
5. A short passage with blanks for the students to fill in
6. Blank Bingo cards (3 x 3 grid)
7. Video of a school debate

Introduction / Warm-up Activity (10 min)

1. Provide the students with a sheet of paper with a sentence to be shown on the visualizer projector. Underline the words or phrase in the sentence that can be substituted with another word. Elicit the word from the students. Write their responses on the sheet of paper.

Example:

- Mr Jackson was against his son marrying a commoner.
- Mr Jackson opposes / disapproves of his son marrying a commoner.

Show the students the word card that can be used in the sentence.

2. Show the students another sentence. In the same way, get them to come up with a word to replace the selected underlined words in the sentence. Then, show the students the word card that can be used in the sentence.

Lesson (20 min)

1. Use the substitution method as shown earlier to elicit from the students the appropriate vocabulary to be learnt from the lesson. You may want to do this method for another 4 words.
2. After that, show the students the remaining word cards. Get them to read the words. Then, show them a short passage with missing blanks. Get the students to read the passage to themselves silently. Let the students talk among themselves in their groups about the passage. Elicit from the students the correct words to be filled in the blanks in the passage, pointing out that they

should use the remaining word cards on the whiteboard. Discuss with the students their choice of words for the blanks in the passage and get them to explain their meanings based on the passage.

- Using the 15 words learnt in the lesson, get the students to construct a sentence for each of the word cards and write their sentences on paper. Encourage them to share their sentences with the rest of the class. Discuss with the class if the words are appropriately used in the sentences and how to improve them if necessary.

Additional Activities / Closure (15 min)

- Put the students in pairs. Give each pair a blank Bingo card. Stick any 7 of the word cards on the whiteboard. Then, get the students to choose any of the 6 words and fill them in the boxes of their Bingo card in any way they like. After filling in the words, tell the students that you are going to read out the explanation of one of the 7 words shown on the whiteboard. The students have to identify the word that is being explained. If the word is found in any of the boxes on their Bingo card, they can cancel it. Once they have completed a row of 3 words either horizontally, vertically or diagonally on their Bingo card, they have to shout out 'Bingo' to end the game. The first pair who gets a row of 3 words is the winner.
- Tell the students to turn to [pages 145 – 147 of Learning English Workbook 6](#). 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

- Ask the students to complete [page 152](#) as homework. Study the pictures with the students. Get them to come up with the vocabulary to describe the pictures. Write the words on the whiteboard. Go through the guiding questions. Elicit ideas from the students how to go about writing their story. Remind the students that they do not have to use all the pictures.
- They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

- Show the class a video of a debate. After that, discuss with the students what happens in a debate. Tell them what a topic is, the role of the speakers and the role of the affirmative and the negative teams.
- Divide the class into groups of 8. Give each group a topic to debate on. You might want to choose something that is currently on the news and is of public importance. Divide the 8 students in a group into two teams. Tell the teams to choose to be either Team X or Team Y. Then, let them know if the team they are on is the affirmative or negative team. Give the students time to prepare their material. When they are ready with their materials, have a short sharing with each team on how to work on their material for the debate before carrying it out in class for the rest of the class to watch.