



Theme: Fairy Tales and Wonderlands

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Conditional sentences The verb 'dare' 	Nouns used as verbs	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use the verb 'dare',
2. identify nouns that can also be used as verbs,
3. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
1. Picture card of a boy climbing a beanstalk from the fairy tale 'Jack and the Beanstalk'
2. Story book on 'Jack and the Beanstalk'
3. Picture cards showing words that can come in the form of a noun and verb (Refer to the answers to the questions shown on page 57.)

Introduction / Warm-up Activity (10 min)

1. Show the students a picture of Jack climbing a beanstalk from the fairy tale 'Jack and the Beanstalk'. Discuss with the students what they see in the picture. Then, get them to guess what the story is about. Then, read the students the fairy tale.

Lesson (20 min)

1. Ask the students to list the things that Jack did after he climbed up the beanstalk and entered the giant's castle. Write the students' responses on the whiteboard.

Example:

- Jack stole the magic harp from the giant.

2. Tell the students to change the sentences that they have constructed on the whiteboard by adding in the verb 'dare'.

Example:

- Jack dares to steal the magic harp from the giant.

Elicit from the student that the meaning of the word 'dare' is used to show that someone has the courage to do something. Highlight to the students that the verb after 'to' must be in its base form.

3. Show the students that the word 'to' before the verb is optional.

Example:

- Jack dares steal the magic harp from the giant.

Do the same for the other sentences by omitting the 'to'.

4. Show the students some negative sentences based on the story 'Jack and the Beanstalk' from the point of view of the students.

Example:

- I dare not climb a giant beanstalk.
- I dare not steal the golden goose from the giant.

Highlight to the students that in negative sentences, the word 'to' is not placed before the verb.

5. Provide the students some sentences with 'dare' that are shown to challenge someone to do something that might be dangerous or might frighten the person. Get the students to read the sentences.

Example:

- The giant's wife dared him to find Jack in the oven.

Explain to the students how 'dared' is used in the sentences. Get them to construct sentences on their own. Write their responses on the whiteboard.

6. Provide the students with sentences using 'dare' to express shock.

Example:

- How dare Jack steal my golden goose!

Explain to the students that for such sentences, an exclamation mark is often found at the end of them. Get the students to construct sentences on their own. Write their responses on the whiteboard.

7. Next, show the students two picture cards: one that shows the verb 'foot' (a customer paying the bill for his guests) and the other shows the noun 'foot' (picture of a boy's foot). Stick the picture cards on the whiteboard. Ask the students what they see in the second picture. Elicit the word 'foot' from them.

Example:

- The boy's foot is dirty.

Then, write the word 'foot' on the whiteboard above the two cards. Let them know that the word 'foot' can also be used in the second picture. Elicit from the students how the word 'foot' is used.

Example:

- The gentleman and his wife foot the bill for the elaborate party.

Explain to the students that some nouns can function as verbs without changing their forms.

8. Show the students the other picture cards. In the same way, get them to identify the picture that shows the noun first. Tell the students that the other picture can be described using the same word. Then, get the students to construct the sentences.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Tell the students that they are going to play a game called 'Make a Pair'. Tell them that each pair will receive a set of 10 picture cards. Tell the students that the picture cards come in pairs. One of the pairs shows a noun and the other shows a verb. The objective of the game is to identify and match the pair of cards. Get them to place the cards face down. Each student takes a turn to choose two cards and flip them over. If the two cards match, they can keep the pair. Then, they can have another go at choosing another two cards. If the cards that they have picked do not match, they must turn the cards over and let another player have a go at it. Once all the cards have been paired up, let the students use the pair of cards that they have to construct sentences. Their sentences must be based on what they see on the picture cards. Get them to write their sentences on a piece of paper or tell them verbally to their partner who will check if the sentences are sound and reasonable.

2. Tell the students to turn to **pages 54 – 57 of Learning English Workbook 6**. Review the ‘Read and Learn’ sections on **pages 54 – 55 and page 57** before reading the instructions given in the exercises together. 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 62** 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.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Put the students in groups and get them to read the story ‘Berskin’. Ask the students to write 8 sentences using the verb ‘dare’ based on the story. Let them read their sentences out to their classmates during the next lesson. You may also want to pin the students’ sentences on the English notice board.
2. Get the students to form groups to do research and come up with words that act both as nouns and verbs. Encourage the students to find at least 5 of such words and write them on a piece of paper. Then, get them to construct 10 sentences using the 5 words that they have found. Tell the students to leave out the words in the sentences. Let them show their sentences and words to the rest of the class. Their classmates have to fill in the blanks and choose the correct word to complete the sentences.