



## Lesson Plan For Unit 11 (Part 2)

 45 min

### Theme: Great Imagination

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"><li>• Subject and object pronouns</li><li>• Connectors of time</li><li>• Adverbs of frequency</li></ul>	Words related to space adventures	Answering questions based on a passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

1. use words related to space adventures,
2. use adverbs of frequency to tell how often or how many times something happens,
3. write a story based on pictures using helping words.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 3
2. A storybook on space adventure 'Granddad Cassidy's Space Adventures' by Mikey Simpson
3. Picture cards (refer to the words in the box on page 85)
4. Word cards (refer to the words in the box on page 85)
5. Visualiser projector
6. A piece of paper with sentences with adverbs of frequency 'regularly', 'ever', 'daily', 'sometimes', 'never', 'often', 'always' in them
7. Word cards which show 'regularly', 'ever', 'daily', 'sometimes', 'never', 'often', 'always' on each of them

### Introduction / Warm-up Activity (10 min)

1. Show the cover of a storybook 'Granddad Cassidy's Space Adventures' to the students. Get them to predict what the story is about based on the title and the illustration on its cover. Get them to also identify the author and illustrator of the book.
2. Read the story to the students. At strategic points in the story, get them to predict what happens next.
3. After you have read the story, elicit from the students if it is easy to build a spaceship. Ask them to name things associated with outer space. You may want to draw a mind map of this.

### Lesson (20 min)

1. Show the picture cards, one at a time, to the students. Ask the students what the picture shows them. Get them to identify and name it. Then, discuss with them further about the picture. Stick the picture cards on the whiteboard.

**Example:**

- This is a spaceship. It is a vehicle that allows a person to travel to outer space.

- Next, show the students the word cards, one at a time, and get them to match it to the picture cards. Stick the word cards below the picture cards. Get the students to construct sentences using each of the word cards.
- Ask the students to make a guess how often an astronaut gets to travel. After getting a diversified response to that question, tell them that it really depends because some astronauts travel only once in their career while others get to travel about 4 – 5 times in their career. Write the sentence on the whiteboard.

**Example:**

- An astronaut may only travel once in his career.
- If he is lucky, he might get to travel twice.

Underline the words 'once' and 'twice' in the sentences. Explain to the students that the two underlined words are adverbs of frequency. They tell how often or how many times something happens.

- Show the students some sentences on a piece of paper on the visualiser projector. Read the sentences to the students. Get them to identify the adverbs of frequency in each of them. Underline the adverbs of frequency as you go through each sentence with the students.
- Explain to the students that where adverbs of frequency are placed in sentences is important. Point out to them sentences where the adverbs of frequency are placed after the verb to be.

**Example:**

- The spaceship is regularly repaired.

- Point out to them sentences where the adverbs of frequency are placed before the verbs.

**Example:**

- Asteroids sometimes fall on to earth.

- Get the students to change the sentences shown on the visualiser projector to questions.

**Example:**

- How regularly is the spaceship repaired?
- Do asteroids sometimes fall on to earth?

### **Additional Activities / Closure (15 min)**

- Put the students in pairs. Give each pair a set of word cards with adverbs of frequency on each of them. Tell the students to lay the word cards face down. Then, one of them gets to pick a word card. He has to construct a question using the adverb of frequency. The other student has to answer his question in a complete sentence. Once he has done so correctly, the second student gets to pick a word card from the set that is faced down. It is his turn to construct a question with the adverb of frequency shown on his card. His partner has to answer the question this time.
- Tell the students to turn to **pages 84 – 85 of Learning English Workbook 3**. Review the 'Read and Learn' section on **page 84**. 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 89** 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. Put the students in groups. Then, get the students to construct a space shuttle using recycled materials. They can display their space shuttles in the class after they have been completed.
2. Get the students to pretend that they are astronauts away from home. Tell them to write a diary entry on a day in outer space. Tell the students to be creative in writing their diary entry. They may have to do some research on what astronauts do in order to write this.