



# Lesson Plan For Unit 2 (Part 2)

 45 min

## Theme: My Greatest Dreams

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• 'Has' and 'have' (1)</li> <li>• The simple future tense</li> <li>• Connectors 'and', 'when' and 'because'</li> </ul>	<ul style="list-style-type: none"> <li>• Occupations</li> <li>• Places where people work</li> </ul>	Answering questions based on a passage	Rearranging sentences to form a short story

### Lesson Objectives

Students are able to

1. use the simple future tense 'shall' and 'will' to express a future action,
2. use connectors 'and', 'when' and 'because' to join words and sentences,
3. answer questions based on a passage.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 2
2. A storybook titled 'When I Grow Up' by Al Yankovic
3. Visualizer projector
4. Word cards with 'and', 'when' and 'because' written on each of them
5. Strips of paper with two separate clauses that should be able to make a complete sentence using either 'and', 'when' or 'because'
6. Envelopes

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

1. Show the students the storybook and its title on the visualizer projector. Ask them to predict what the story is about. Point out to them the author's and illustrator's names on the front cover of the book.
2. Read the story to the students. Stop at strategic points to discuss more about the pictures on some of the pages.

### Lesson (20 min)

1. Ask the students what the child in the storybook wants to be when he grows up. Since there is more than one thing that the child wants to be when he grows up, get the students to list out all of them. Make sure that the students use the future tense 'will' in their sentences.

**Example:**

- He will be a snail trainer in the circus when he grows up.

2. Next, discuss with the students what they want to be when they grow up. Get them to start their sentences with 'I shall ...'

**Example:**

- I shall be a teacher when I grow up.

Explain to the students that the simple future tense is used to express a future action. Draw a table with two columns on the whiteboard and write the words 'shall' and 'will' in each column as a heading. Tell the students that these two words are the simple future tense. Write the

pronouns 'I' and 'we' below the heading 'shall'. Tell the students that 'shall' is used with 'I' and 'we'. Next, write the pronouns 'I', 'we', 'he', 'she', 'it', 'you' and 'they' below the heading 'will'. Tell the students that 'will' can be used with 'I', 'we', 'he', 'she', 'it', 'you' and 'they'.

3. Let the students construct some sentences using 'will' and 'shall' together with the pronouns shown in the respective columns in the table. You may want to bring to their attention other forms of writing the subjects in the sentences instead of the usual pronouns.

**Example:**

- Joe and Lynn will be flying off to Japan this Saturday.
- The cat will drink its milk later.

Write the sentences on the whiteboard.

4. Discuss with them why the child in the storybook lists out many occupations that he wants to take on when he grows up. Ensure that the students use the connector 'because' to explain the reason why. Alternatively, you can turn to a page showing the child in the storybook in the role of a chef and get the students to explain why he wants to be one when he grows up.

**Example:**

- He wants to be a chef because he wants to tantalize customers' tastebuds.

Show the students the word card 'because' and stick it on the whiteboard. Get the students to construct sentences using 'because'. Write some of their sentences on the whiteboard.

5. Show the students the second word card 'when'. Tell them that 'when' is used to talk about the time, day or date things happen. Refer to the sentences that are written on the whiteboard earlier.

**Example:**

- He will be a snail trainer in the circus when he grows up.
- I shall be a teacher when I grow up.

Get the students to construct their own sentences using the connector 'when'. Write some of their sentences on the whiteboard.

6. Show the students the second word card 'and'. Tell them that 'and' is used to join similar ideas. Refer to any pages in the storybook and construct a sentence using 'and'.

**Example:**

- He will cook rigatoni and pickled baloney.

Get the students to construct their own sentences using the connector 'and'. Write some of their sentences on the whiteboard.

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

1. Put the students into groups. Give each group an envelope with strips of papers in them. The strips of paper should contain clauses. The students have to join reasonable clauses together using the three connectors learnt. They will then have to read the sentences they have constructed to the rest of the class. Let the class decide if the connector the group has used to connect the two clauses is sound.
2. Tell the students to turn to **pages 7 – 9 of Learning English Workbook 2**. Review the 'Read and Learn' section on **pages 7 – 8**. Get the students to complete their work and hand 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 12 – 13** as homework. Read the passage on **page 12** together with the students. Explain any words that might be unfamiliar to them. Go through the questions orally with the students and elicit from them where they are able to get the answers in the passage.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Get the students to find sentences with connectors in the newspapers, storybooks, magazines, etc. They are to copy the sentences on to their paper, replacing the connector with a blank. Let them share their sentences with the class during the next lesson. Ask the students to select the correct connector to be put in the blanks for the sentences and let the student who wrote the sentences decide if they are right or wrong.