



# Lesson Plan For Unit 6 (Part 2)



## Theme: Act It Out!

Focus:	Grammar	Vocabulary	Comprehension	Writing	
	<ul style="list-style-type: none"> <li>Connectors of reason</li> <li>Connectors of sequence</li> <li>The simple future tense</li> </ul>	<ul style="list-style-type: none"> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Words used in making predictions</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions based on a passage</li> </ul>	<ul style="list-style-type: none"> <li>Writing a story based on pictures using helping words</li> </ul>

### Lesson Objectives

Students are able to

1. use connectors of reason 'as', 'for', 'because' and 'since' to explain the reason something happens or why someone does something,
2. join two sentences using connectors of reason,
3. use connectors of sequence 'first', 'then', 'before', 'after', 'next' and 'finally' to show the order in which things happen or to explain the steps of doing something,
3. answer questions based on a passage.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. A DVD movie 'Oz the Great and Powerful'
3. Word cards with 'as', 'for', 'because' and 'since' written on each of them
4. Word cards with 'first', 'then', 'before', 'after', 'next' and 'finally' written on each of them
5. Visualiser projector
6. Envelopes
7. Slips of paper, each containing part of a sentence
8. A piece of paper with a clause so that the students can continue with their own

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

1. Give the students a background of the story 'Oz the Great and Powerful'. Then, choose a segment of the movie to continue the story that you have just told the students and show it to them. You may want to choose the segment where the wicked witch entices her witch sister into eating an apple that will help her forget the hurt of being betrayed by someone she likes.

### Lesson (20 min)

1. After showing the segment of the movie, discuss with the students what happened to the characters and elicit from them the reasons for the choices made by the characters in the movie.

#### Example:

- Why did Theodora ask her sister for help?
- Why did Evanora tell a lie to Theodora?
- Why did Oz say he was a wizard?

Write the students' responses on the whiteboard. The students' sentences will naturally have the connector of reason 'because' when they respond to the questions.

#### Example:

- Theodora asked her sister for help because she felt betrayed by Oz.

- Evanora told a lie because she wanted Theodora to help her kill the good witch.
- Oz said he was a wizard because he wanted to get the gold.

Show the students the word card with the word 'because' on it. Stick the word card on the whiteboard. Highlight to the students that 'because' is used to explain the reason something happens. Go through each of the sentences on the whiteboard once again to reinforce the understanding of 'because'.

2. Tell the students that 'as' and 'since' are other connectors of reason which are usually placed at the beginning of a sentence. They are used in the same way. Show the students the word cards with the words 'as' and 'since'. Stick the word cards on the whiteboard.

*Example:*

- As/Since Theodora felt betrayed by Oz, she asked her sister for help.
- As/Since Evanora wanted Theodora to help her kill the good witch, she told her a lie.
- As/ Since Oz wanted the gold for himself, he said he was a wizard.

3. Tell the students that in preparation for their roles in a show, actors must immerse themselves in the character. Explain to the students that the actor, James Franco, had to do the same.

*Example:*

- James Franco hired a professional to teach him magic tricks for he had to do magic tricks in the show.
- The movie was given good reviews for the actors and actresses had done a good job.

Explain to the students that in the same way, 'for' is used to explain the reason something happens or why someone does something. It is always placed somewhere in the middle of the sentence.

4. Tell the students that costumes have to be made for the actors and actresses in the movie. Elicit from the students what they need to make a witch's costume.

*Example:*

- a hat, a cloak, a dress, shoes

Get the students to list the things they need to buy to make the costume.

*Example:*

- black cloth, buttons, zips, thread, needles, Velcro, buckle

Next, ask the students how they will go about making the dress for the witch. Write the students' responses and number them.

*Example:*

1. Buy some black cloth.
2. Cut the cloth with a pair of scissors.

After the students have listed the steps, show the students the word cards 'first', 'then', 'before', 'after', 'next' and 'finally'. Stick the word cards on the whiteboard. Tell the students that these words are connectors of sequence. Using the sentences that are on the whiteboard, show the students how the connectors of sequence are used to show the steps of doing things.

*Example:*

1. First, buy some black cloth.
2. Then, cut the cloth with a pair of scissors.

5. Explain to the students how 'before' and 'after' are used to show the order in which things happen.

*Example:*

- After you cut the cloth into pieces, sew some of the pieces together to make a dress.
- Before making the dress, you need to cut the cloth into pieces.

Depending on how the sentences are structured, show the students which of the two clauses comes first.

6. Tell the students that the connector of sequence 'first' is always placed at the beginning of a list of things while the connector of sequence 'finally' is always placed at the end of a list of things.

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

1. Put the students in groups. Give each group an envelope with slips of paper, each containing part of a sentence. The sentences contain clauses of reason. Then, show the students a list of clauses, one at a time, on the visualiser projector. Should the group have a slip of paper with a suitable clause of reason to continue from the one shown on the visualiser, they have to raise their hands and read it out. The rest of the students have to determine if the whole sentence is valid and reasonable.
2. Tell the students to turn to **pages 43 – 45 of Learning English Workbook 3**. Review the 'Read and Learn' sections on **page 43**. 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 **pages 49 – 50** as homework. Go through the passage with the students. Explain to them any words or phrases that may be unfamiliar to them. Elicit answers from them for the questions posed on the passage. Get the students to explain how they derive their answers.
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 research on their favourite movie. Get them to write a short summary about what the story is about. Get them to apply the 4 connectors of reason to write about why something happens or why someone does something in the movie.
2. Put the students in groups. Give them the following materials: two cardboard boxes, some colour markers, paper, glue. Get them to create something out of the materials given. After their masterpiece is done, get the students to write the steps they took to make their masterpiece. Pin their work on the notice board. You may want to display their masterpieces in the class too.