



## Lesson Plan For Unit 8 (Part 1)



45 min

### Theme: Newsworthy

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"><li>• Question words (2)</li><li>• Subject-verb agreement</li><li>• The past continuous tense</li></ul>	Parts of a newspaper	Answering questions based on a visual text	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

1. use question words 'what', 'where', 'when', 'who', 'why' and 'how' to ask questions,
2. identify and name the parts of the newspaper,
3. answer questions based on a visual text.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. Newspaper
3. Word cards (refer to the words in the box on page 63)
4. Two different newspaper articles
5. Visualiser projector

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

1. Bring newspapers of different languages to the classroom. Ask the students what they are and discuss with them why people read the newspapers.
2. Ask the students how many sections they can find in the newspaper. Get them to tell you why the newspaper is divided into different sections.

### Lesson (20 min)

1. Show the students the word cards, one at time. As you read out the word shown on each word card, explain to the students what it means and then reinforce their understanding by referring them to the newspapers and pointing out to them again what it is. You may want to get a few students to come to the front of the class to flip through the newspapers to identify certain words like 'headlines', 'editor', 'caption', 'by-line' and 'classified' after you have explained them to the class.
2. Place a newspaper article on the visualiser projector. Ask the students to identify and read the headline of the article. Point it out on your copy of the article so that all students understand what a headline is. Get the students to predict what information would be found in an article with such a heading. Get the students to identify and name the editor of the article.
3. Next, put the students in pairs. Give each pair the same copy of the article shown on the visualiser projector. Let them read the article. While the students are reading the article, write the following questions based on the article. Ensure that all the question words are used.

*Example:*

- What happened?
- Where did the accident happen?
- When did the accident happen?
- Who were involved in the accident?

- Why is the police appealing for eyewitnesses?
- How did the accident occur?

After the students have finished reading, ask them the questions you have written on the whiteboard about the article. Get the students to respond to each of the questions. Show how they derived their answers by referring the students to the article on the visualiser projector and highlighting the sentence or phrase. Write the students' responses to each of your questions on the whiteboard.

4. Go through the question words and explain to the students how each of the question words help them find out information on the newspaper report. The question words help them to understand the information clearer. Show the students that when a newspaper report answers all of such question words, it means that the newspaper report is thorough.

### Additional Activities / Closure (15 min)

1. Put the students in groups. Then, give each group a different article from the one that has been used earlier. Get them to construct questions based on the article using the 6 question words. Then, get each group to ask one another a question that they have constructed. If a question cannot be answered, get the students to identify the problem, that is, the way the question has been constructed and improve on it.
2. Tell the students to turn to **pages 59 – 60 and 63 of Learning English Workbook 3**. Review the 'Read and Learn' section on **page 59**. 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 64 – 66** as homework. Go through the visual text with the students. Explain to them any words or phrases that may be unfamiliar to them. Elicit answers from them for the questions. 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 cut out two different articles from different sections of the English newspaper. Get them to paste the articles on a blank paper each. For one of the articles, get the students to identify the 'headlines', 'editor', 'caption' and 'by-line' by highlighting them in different colours. Then, they are to draw lines extending from each of the highlighted text and write its correct name. For the second article, the students have to construct questions using the 6 question words learnt during the lesson. Then, they have to pass it to another classmate who will answer the questions. After answering all the questions, the student has to return the article and answers to the original 'owner' of the article to be reviewed if the answers are correct.