



## Lesson Plan For Exercises 9 – 10

 40 min

**Theme: Listen!**

**Focus: Specific Word Groups — Sounds**

### Lesson Objectives

Students are able to

1. identify sounds that animals and things make,
2. complete sentences using the correct sounds.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 5
2. Scenarios (Have one for each pair in the class for Additional Activity.)

### Introduction / Warm-up Activity (5 min)

1. Make certain sounds either by using the necessary items to create them or mimicking their sounds. You may, for example, jingle several coins in your pocket or make the sound of a dog. Ask the students to name the items or animals.
2. Alternatively, you may want to do something behind a screen and get the students to guess what you are doing based on the sound. For example, you could slam a book.
3. You may want the students to construct sentences using the names of the things and the sounds.

### Lesson (15 min)

#### Specific Word Groups — Sounds

1. Go through some of the sounds that animals make which the students might not be familiar with. Highlight that there are different ways to describe a sound, eg 'mew' and 'miaow'. Tell the students also that one animal could make more than one sound. For example, a dog can bark or growl. You may want to discuss why one animal can make different sounds.
2. Go through the options in **Exercise 9 and 10** to ensure that the students are familiar with what makes the different sounds.
3. You may want to extend the activity by categorizing the sounds and asking the students which of them are loud and which are soft, which are usually associated with danger etc.
4. Encourage the students to use the words in a sentence.
5. Remind the students that these sounds could be useful if they want to add impact to their stories.

### Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 9 and 10 of Learning Vocabulary Workbook 5, pages 9 – 10** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### Additional Activities / Closure (10 min)

1. Divide the students into pairs. Assign them several scenarios such as 'on the farm,' 'at the bird park' etc. Encourage them to think of the sounds they will hear.
2. Let them write a short paragraph on what they think they will hear. Remind them to be as vivid in their descriptions as possible.
3. Let them share their work with the class.

### Optional Activities

1. Get the students to research on words that are used to describe the way people talk. You may want them to focus on particular areas such as how people talk when they are angry. Then get them to think of a situation in which a person is angry and write a short paragraph about how that person talks.

*Example:*

- He stormed into the room and bellowed at everyone.

You might want to highlight that besides the way a person talks, the way the person behaves should also be included in the paragraph.

2. Let them share their work with the class.
3. You may want to pin their work on the 'Writer's Wall'.
4. Alternatively, you may want to link this activity to the composition they are required to write. Get them to research on sounds that could be used in the composition. Encourage them to include these in their work.