



Theme: Here We Are

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Imperatives Prepositions Adverbs Adverbials of duration 	Adverbs of manner	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use imperatives to tell someone what to do: commands, orders, warnings, giving directions and instructions,
2. use prepositions to show direction or position,
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. A blank poster with the heading 'How to Return to the Classroom from ...'
3. Blu tack
4. 1st set of Powerpoint slides to teach prepositions using pictures and corresponding sentences
5. 2nd set of Powerpoint with the same pictures as the 1st set but prepositions are missing in the sentences
6. Word cards (refer to the underlined words on page 142)

Introduction / Warm-up Activity (10 min)

1. At the start of the lesson, ensure that the students are outside the classroom, e.g. the canteen. Tell them that you are going to bring them back to class. You need them to tell you how to return to their classroom. You may need to brief them on a few rules before carrying out the activity, such as no shouting along the corridors or pushing one another to give the instructions, as the class walks back to the classroom.
2. Along the way, as the class leads you back to the classroom, you may want to ask them some questions so that they can either tell you the answer or correct you.

Example:

- Do we turn left or right at the library?
- We turn left at the library.

Lesson (20 min)

1. Once all the students are back in the classroom, show them a poster with the heading 'How to Return to the Classroom from ...'. Stick the poster on the whiteboard. Get them to tell you where they were before they returned to their class. Then, fill in the blank in the heading.
2. Walk through the steps or directions that the students took to return to their classroom and write them down in point form on the poster.

Example:

- 1. Walk straight along the corridor.

- 2. Turn left at the end of the corridor.
- 3. Go down the flight of steps to the next floor.

After writing all the steps on the poster, explain to the students that they have written a set of imperative sentences. They give directions so that any person who wants to go to their classroom from the canteen can do so.

3. Point out to the students that imperative sentences always have a subject; it is usually not very obvious to the students. The subject is implied and it is always the word 'you'. Underline the verbs in the imperative sentences. Tell the students that they are always in the base form and are found at the beginning of the sentences.

Example:

- 1. Walk straight along the corridor.

4. Give a scenario to the students such as setting the school rules. Write the students' responses on the whiteboard. After they have given about 5 school rules, get the students to point out to you the verbs in each of the imperative sentence.

Ask the students what other ways imperative sentences are used. Give a scenario to the students such as crossing a busy street. Ask them what someone would say to them if a car zooms past them very closely. Tell the students that imperative sentences are also used to warn other people about something.

Example:

- Watch out!
- Look out!

Tell the students that imperative sentences can also be used in commands which are often given by people with authority.

Example:

- Sit down!
- Stand straight!

Get the students to point out to you the verbs in each of the imperative sentences.

5. Show the students the powerpoint slides. Get the students to read the sentences that accompany each powerpoint slide. Ensure that the prepositions in the sentences are of a different colour from the other text.

Example:

- The dog is sitting by the fireplace.
- The dog jumps over the fence.

Explain to the students the prepositions found in the sentence in each slide. Tell them that prepositions are used to show position or direction.

6. Show the next set of powerpoint slides to the students. The sentences in the second set of powerpoint slides have their prepositions missing. Elicit the preposition from the students based on the pictures shown.
7. Use the word cards on prepositions and get the students to read each of the words after you. Then, get the students to construct sentences using each of the prepositions.

Additional Activities / Closure (15 min)

1. Put the students in groups. Tell them that you will show them some drawings. They have to look at each of the pictures and do two things:
 - 1) write a command, warning, direction or instruction using imperatives, and
 - 2) write a sentence using a preposition.

For each of their tasks, they get one point each. If the group can use a preposition (the preposition has to be one that is taught in the lesson) in the imperative sentence, they get 3 points.

Example:

- Do not fish in the lagoon. (Picture shows a man telling a boy who is fishing. There is a sign that says 'No fishing' nearby.)
2. Tell the students to turn to **pages 139 – 144 of Learning English Workbook 3**. Review the 'Read and Learn' sections on **page 139 and page 142**. 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 150 – 152** 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. 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. Select a series of 'Usborne Young Puzzles' books for the students to read as an introduction to the extended activity so that they have an idea of what maps are. After reading, put the students in pairs. Write the title 'Instructions to Find the Treasure' on the whiteboard. Tell the students that they are going to draw a treasure map and write instructions on how to get from a particular point to the treasure. Tell the students that their maps can be creative, e.g. different paths, mountains, trees as landmarks. The imperative sentences that they make have to be clear and concise.