Lesson plan

Target: Use of imperatives

Objectives:

- Identify specific vocabulary
- Learn the grammatical structure of imperatives.
- Learn how to express instructions and orders.
- Students will be able to analyze imperatives structures to give or receive instructions and make an experiment.

  Vocabulary: pour, fill, squeeze, release, funnel, drops, sink.

Before watching

Warm up: Active prior knowledge

- Play with your students, the hot potato game. Pass a ball singing hot potato, hot potato, hot potato; when you say "stop" the student with the ball should tell you the name of a school subject.
- Write the answers on the board,
- Repeat it until a student mention science.

  Click on the opening question: **How does science help us in our everyday life?**

Before watching

- Click on the glossary and read the words aloud. Have students repeat.
- Explain the meaning of the vocabulary reading the meaning and giving examples.
- Students complete the exercise from the vocabulary.

- Tell students they are going to see a video about an experiment. Ask if they know any homemade experiment.

While you watch:

- Have students pay attention to the video.
- Pause the video as necessary. Ask students to describe the objects that appeared in the video.

  Have students to focus on the vocabulary seen previously.

After watching:

- Ask students about the video, for example, if they thought it was interesting, if they knew what a lava lamp is and if they have one at home.
- Have students to watch the video and fill the gaps.
- Have students make sentences describing the scenes from the experiment.
- Tell the students about the gap activity. Play the video again and pause it if necessary.

Present

- Write on the board the sentences on bold from the video.
- Direct the students to the grammar icon and explain the topic (imperatives). Try to be very clear when you explain the grammar structure.
- Write some other examples on the board and make students to follow your model and make their own examples.

Practice

- Have students match the sentences to complete the experiment.
- Then, have students order the sentences correctly.
- Next, students complete the sentences writing imperative verbs.
- Finally, ask students to complete the graphic organizer and share their answers with a classmate.

Extend

- Have students to form small groups, tell them to ask each question to each other, when groups are finished, ask them to share their answers.

Questions:

- Why is science important?
- Do you usually make experiments at home?
- Which experiment did you like the most? Why?
- What experiments do you know?

- You can ask students to present their experiments from the graphic organizer activity individually or per group next class.