



PLANETS - A2

I. About this Lesson

Activity title: Planets of our solar system

Level: A2

Subject: English as a foreign language

Timing: 45 minutes

Resources: Computer with internet connection, images or big poster of our solar system, worksheet.

Learning objectives:

- a. Learn about our solar system (planet names and order);
- b. Study ordinal numbers (first, second, etc) and being able to use them correctly;
- c. Being able to express movement (proposition of movement).

Materials needed: pen, paper, whiteboard, markers

II. Lesson scenario

1. Instructions for the teacher

Introduction (5 min)

Start the lesson with a short “Check IN” by telling students:

- a. Today, we will discover the planets of our solar system, their names and order.

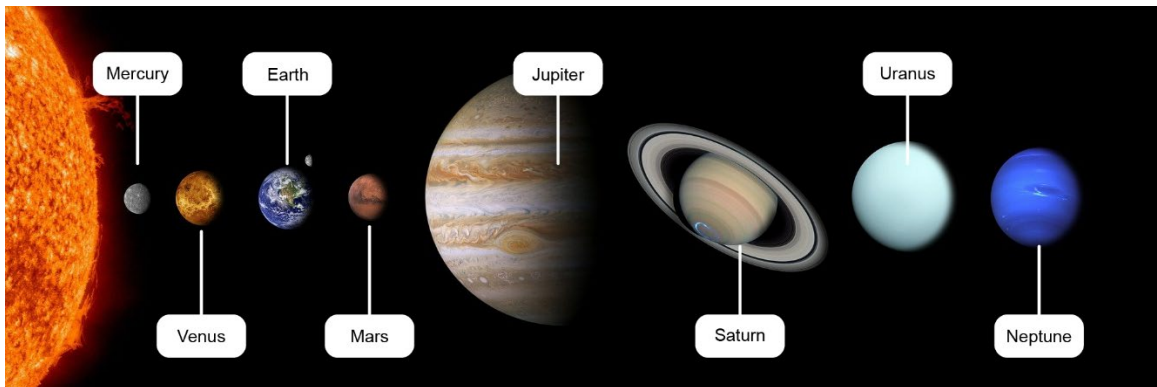


- b. Then, we will study the ordinal numbers and the prepositions of movement.
- c. We will do various exercises to practice those.
- d. We will use the exercises on the worksheet to work together and individually.

Exercise 1: ordinal numbers (15 min)

- a. Print the worksheet with exercise 1 (page 1-3) and distribute it among students.
- b. Start by showing the image in exercise 1 and ask students questions such as: "Could you recognise the planets of our solar system?", "Where is the Earth?", "Which is the nearest planet to the sun after the Earth?", "Which is the furthest planet away from the sun after the Earth?"
- c. Note the names of the planet on the board.
- d. With the students, fill the image Task 1.

Answers:



- e. Then introduce to students the ordinal numbers.
- f. Ask students to complete Task 2 individually (3 min).
- g. Elaborate more on ordinal numbers, using more examples such as, the order of the days, months, years, order in which students are sitting in the classroom, etc.



- h.** Then ask students to work on the Task 3 and create one sentence each, using an ordinal number. Give an example first.

Exercise 2: Prepositions of movement (20 min)

- a.** Print the worksheet with exercise 2 (page 4-8) and distribute it among students.
- b.** Present and explain the table 1 to the students and use the whiteboard to draw and explain the movement. You can use again the planets as examples for these phrases, for example 'the Earth is turning **around** the sun'.
- c.** Ask students to read and do task 1 individually (5 min).
- d.** Finally look with the students at the comic strip in task 3. You can ask students to fill the comic strip (3 minutes) individually and then read it out loud in the classroom.

Answers:

- Going **past** the moon and moving **towards** the target planet.
- What is this thing coming **from** the Earth?
- And it is coming **towards** us!!

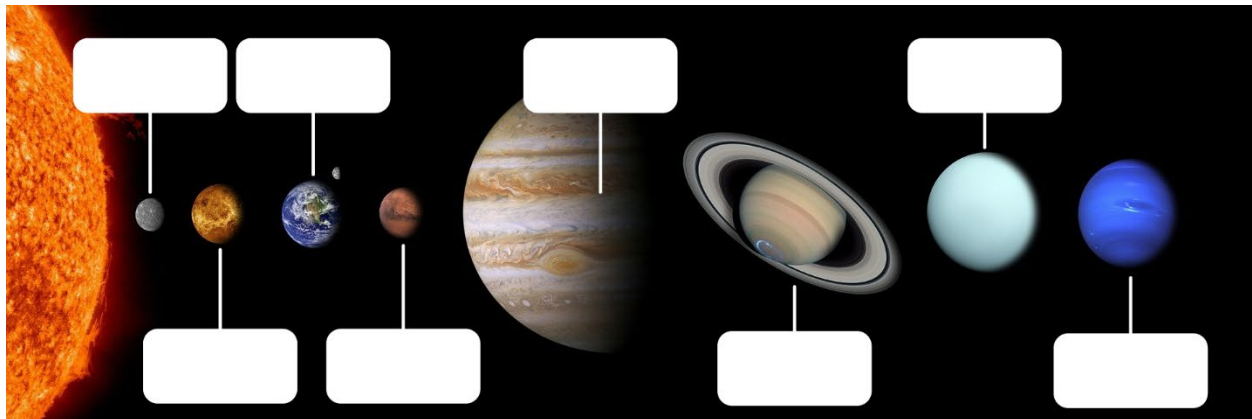
Finish the lesson with a short "Check out" (5 min)

- a.** By the end of the lesson we learnt about our solar system, the order of the planets, how to use the ordinal numbers and the different prepositions of movement.
- b.** We were able to name things that are in an order, and use the different prepositions of movement to express movement from one place to another, such as the proposition 'to'.

2. Worksheet for student

EXERCISE 1: ORDINAL NUMBERS

TASK 1: Label each planet with the name from the list below



Names to choose from:

VENUS	EARTH
SATURN	MERCURY
NEPTUNE	URANUS
JUPITER	MARS

TASK 2: In the table below, put the name of the planet in the right order.

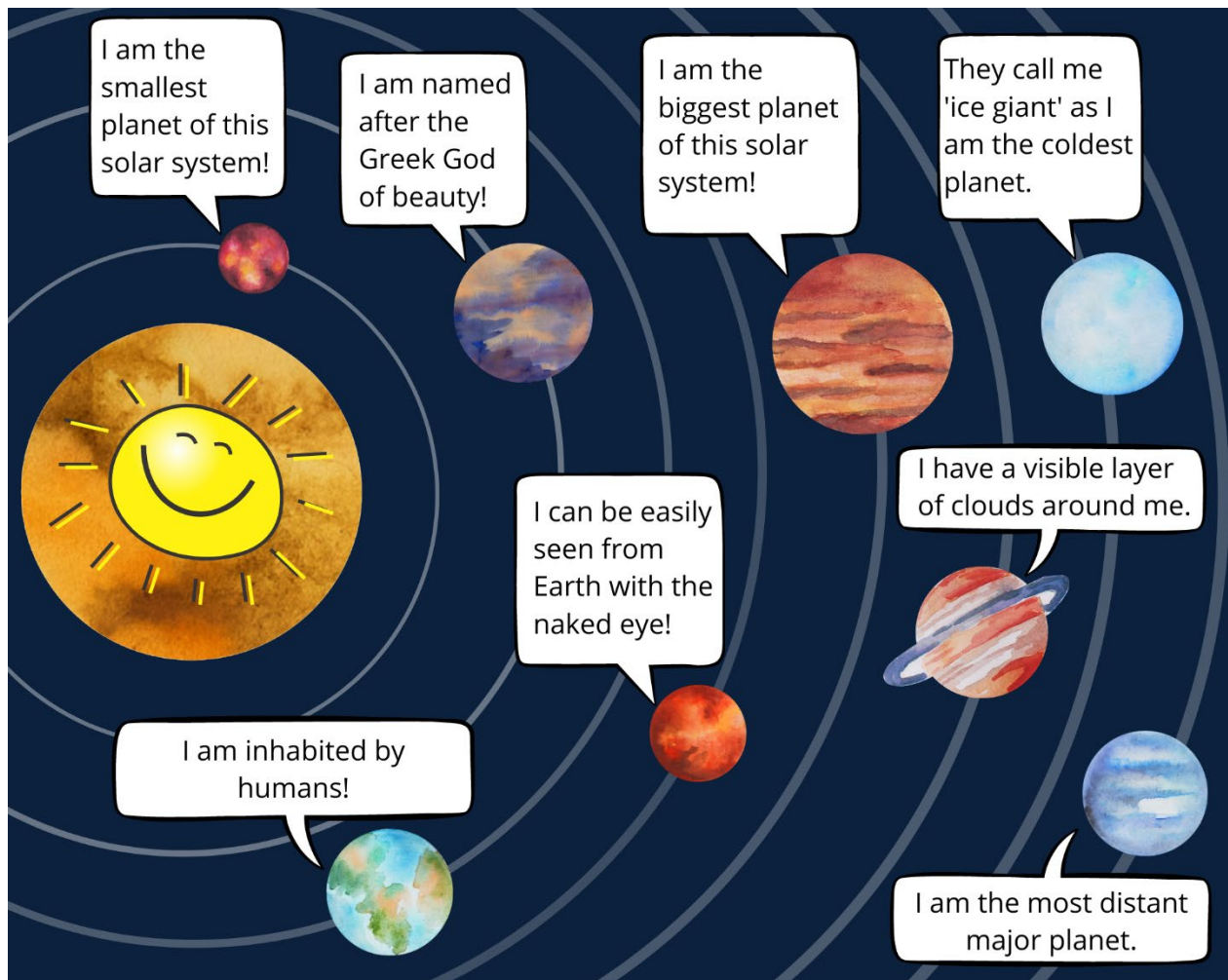
First (1 st)		Fifth (5 th)	
Second (2 nd)		Sixth (6 th)	
Third (3 rd)		Seventh (7 th)	
Fourth (4 th)		Eighth (8 th)	

TASK 3: Read carefully the comic image in the next page.

Then write a sentence for each planet using:

- The name of the planet
- The ordinal number
- And the information given in the bubble.

Example: The fourth planet of the solar system is Mars, and it can be seen from the Earth with the naked eye.





Write your sentences here:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____



EXERCISE 2: PREPOSITIONS OF MOVEMENT

PREPOSITION	DEFINITION	EXAMPLE
ACROSS	movement from one side to the other side	It was impossible to get across the street.
AROUND	movement on a curved route	There was a road construction, so we had to pass around that street to get to work.
AWAY FROM	distancing from where a movement begins	They slowly moved away from the bomb.
DOWN	movement from a higher point to a lower point	We went down the hill to get to his house.
UP	movement from a lower point to a higher point	We went up the hill and soon we reached the top.
FROM	indicating the point where a movement begins	We started our trip from Paris.
INTO	movement to an enclosed space or resulting in a physical contact with another object or person	The cat jumped into the empty carton box. He drove straight into a pile of wood.
OFF	movement away from something	The glass fell off the table and broke.
ON TO / ONTO	movement to the top surface of something	He climbed onto the terrace of the building.



OUT OF	indicating the enclosed space where a movement begins	We went out of the office to get some fresh air.
OVER	movement above and across the top or top surface of something	The birds flew over the tree and crashed into the house.
PAST	movement from one side to the other side of something	Just go past these buildings and you will find the bank at the end of the street.
TO	movement in the direction of something	I drive to work by car every day.
THROUGH	movement in one side and out of the other side of something	He had to go through the tunnel to escape.
TOWARDS	movement in the direction of something	When we were walking towards the building, it collapsed.
UNDER	movement below something	The tunnel went under the house so you could not see it from outside.



TASK 1: Pick up 4 propositions of movement from the table above to create 4 different sentences:

a. _____

b. _____

c. _____

d. _____



TASK 2: Choose the correct proposition in each sentence below.

1. The Earth goes _____ the sun once a year.
 - a. across
 - b. past
 - c. around

2. I told my dog to get _____ the sofa.
 - a. out of
 - b. from
 - c. off

3. How far is it _____ the train station from here?
 - a. From
 - b. to
 - c. away from

4. When we came _____ the sauna, we were sweating a lot.
 - a. in
 - b. out of
 - c. off

5. He threw the ball _____ the fence and it landed on a car.
 - a. into
 - b. up
 - c. over

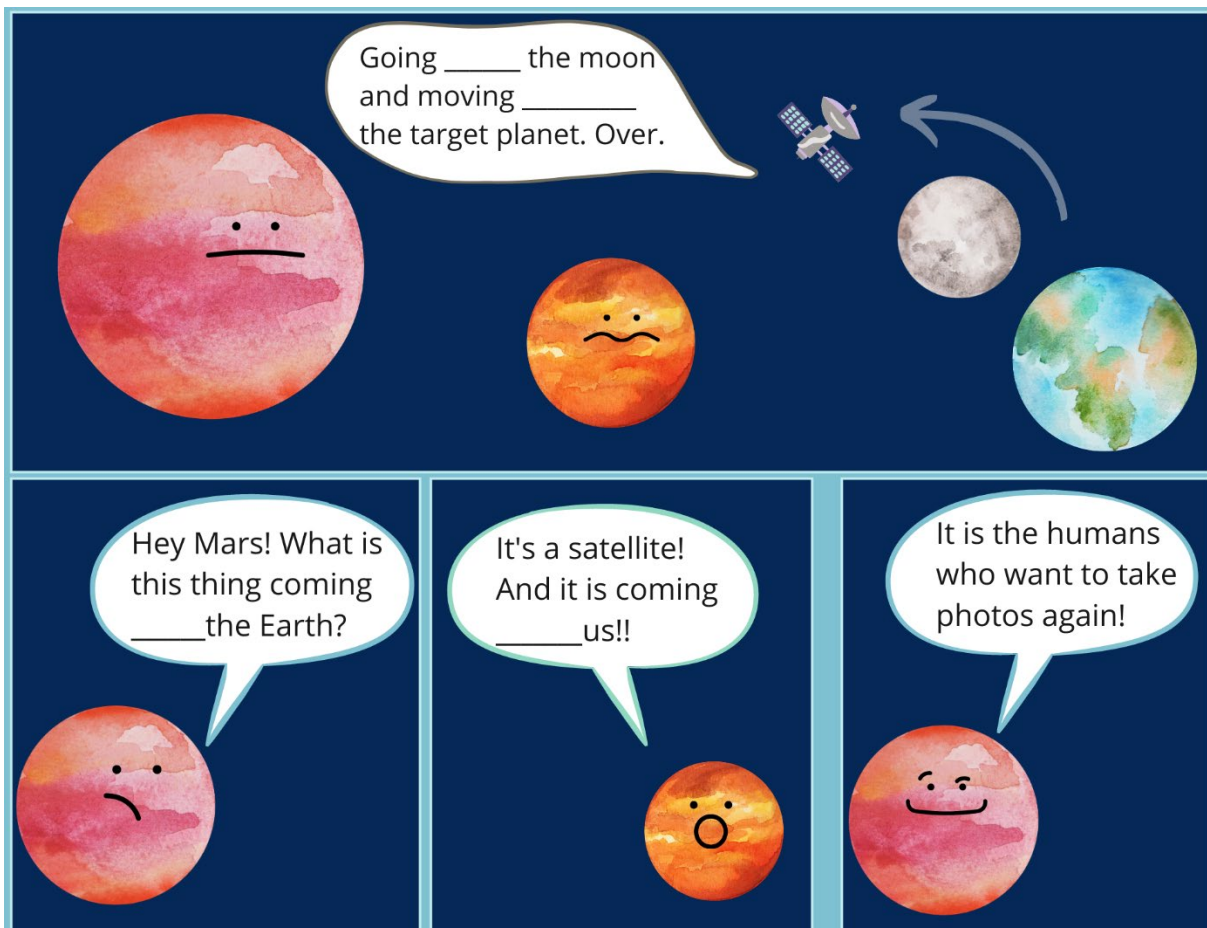
6. I am exhausted after running _____ a steep hill.

- a. up
- b. down
- c. around

7. The prisoners escaped _____ a tunnel they had dug _____ the prison wall.

- a. under, through
- b. out of, over
- c. through, under

TASK 3: Fill in the blanks in the comic strip below:





III. Modification and Differentiation ideas

- Instead of writing task 3 in exercise 1, you can ask students to take it as a homework. You can give some more examples or discuss it in the classroom.
- If task 3 exercise 1 is done easily at the classroom, you can ask students to use these sentences and present them in a comic strip dialogue that they can illustrate.
- You can prepare more empty comic strips and ask students to fill them by using sentences with either the ordinal numbers or a proposition of movement.
- Task 1 of exercises 2, can be done in pairs as well and have students read out-loud their sentences in the classroom.