



## Theme: Let's Play!

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• 'Like(s)' and 'don't/doesn't like'</li> <li>• The simple past tense (5)</li> <li>• The past continuous tense</li> <li>• Adjectives and comparison of adjectives (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Sports and games</li> <li>• Ordinal numbers</li> </ul>	Answering questions based on a passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

1. write and sequence ordinal numbers 'first', 'second', 'third', 'fourth' and 'last',
2. use the simple past tense to talk about past actions,
3. use the past continuous tense to talk about actions that were happening at some time in the past,
4. write a story based on pictures and helping words.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 2
2. Word cards showing 'first', 'second', 'third', 'fourth' and 'last'
3. A list of 5 questions using the past continuous tense
4. Visualizer projector
5. Picture cards depicting three children of different heights and wearing different dresses
6. Picture cards depicting three watches of different prices
7. Sentences using past tense, past continuous tense and comparison of adjectives

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

1. Pick four students to volunteer themselves for a game. They have to waddle across the classroom as quickly as they can. After the race, ask the class to arrange the four students in a row, beginning from the one who came in first to the one who came in last.
2. Show the word cards showing 'first', 'second', 'third', 'fourth' and 'last' to the students. Get the students to repeat the words after you. Then, get the class to match the word cards to the 4 students standing in a row. Get the students to hold on to the correct word cards.

### Lesson (20 min)

1. Let the 4 students return to their seats. Discuss with the class what everyone was doing a while ago.

**Example:**

- Jack was waddling across the classroom.
- The students were waddling very quickly.
- We were cheering them on.

Write the sentences on the whiteboard. Underline the past continuous tense. Explain to the students that the past continuous tense, 'was/were + verb(-ing form)', is used to talk about actions that were happening at some time in the past.

2. Construct sentences using the negative of the past continuous tense by asking the students something that they did not do.

*Example:*

- Ken was not waddling with the other students.
- Jack and Don were not cheering their friends.

Write the sentences on the whiteboard. Underline the negative of the past continuous tense. Explain to the students it is formed using 'was/were + not + verb(-ing form)'.

3. Show the students some questions on the visualizer projector and get them to answer them.

*Example:*

- Were you clapping your hands just now? I was/was not clapping my hands just now.
- Was Mrs Lee playing basketball with the students yesterday afternoon? Mrs Lee was playing basketball with the students yesterday afternoon.

4. Next, instruct the students to jump and then sit down again. Ensure that they do this activity as quietly as they can. Ask the students what they just did.

*Example:*

- We jumped.

Write the students' sentence on the whiteboard. Underline the simple past tense in the sentence. Tell the students that the simple past tense is used to talk about past actions. Give the students more actions to do, then ask them what they just did. Write their responses on the whiteboard.

*Example:*

- We raised our hands. We tried to lift ourselves up. We went outside the classroom.

5. Refer the students to the sentences written on the whiteboard. Tell the students that '-d' or '-ed' is added at the end of the verb to form the past tense.

*Example:*

- raise – raised, jump – jumped

Sometimes, the '-y' at the end of the verb is changed to '-ied' to form the past tense.

*Example:*

- try – tried

For irregular verbs, the spelling of the verbs is changed totally to reflect the past tense.

*Example:*

- go – went

6. Highlight to the students that some verbs do not change even when they are in the past tense.

*Example:*

- cost, read, hurt

7. Next, show three picture cards of children who are different in height. Ask the class to arrange the three children in order of their height, from the shortest to the tallest. Explain to the students how to use comparison of adjectives.

*Example:*

- Halle is short. Jane is shorter than Gayle. Kim is the shortest.

Next, get the students to look at the dresses worn by the children in the picture cards. Tell the class that Halle's dress is lovely. Then, get them to tell you whose dress is lovelier than Halle's. Get the students to come to a consensus whose dress is the loveliest.

*Example:*

- Halle's dress is lovely. Jane's dress is lovelier than Halle's. Kim's dress is the loveliest.

Write the sentences on the whiteboard. Highlight to the students that '-er' ('shorter') and '-ier' ('lovelier') at the end of an adjective is used to compare two people, animals, places or things.

Highlight to the students that ‘-est’ (‘shortest’) and ‘-iest’ (‘loveliest’) at the end of an adjective is used to compare more than two people, animals, places or things.

- At the same time, highlight to the students that the word ‘than’ is usually placed after the adjectives when there is a comparison of two items. Highlight that the word ‘the’ is usually placed before the adjective when there is a comparison of three or more items.
- Show the students another set of picture cards showing watches of different prices. Get the students to arrange the watches according to their prices. Then, get them to compare the prices of the watches.

**Example:**

- Watch A is expensive. Watch B is more expensive than Watch A. Watch C is the most expensive.

Write the students’ sentences on the whiteboard. Highlight to the students that the word ‘more’ can also be added to an adjective and is used to compare two people, animals, places or things. Also, highlight to the students that the word ‘most’ can also be added to an adjective and is used to compare more than two people, animals, places or things.

- Provide some examples of adjectives that are spelt differently when they are in their comparison forms.

**Example:**

- good, better, best
- bad, worse, worst

### **Additional Activities / Closure (15 min)**

- Place the sheet of paper with sentences on the visualizer projector. Go through the sentences, one at a time. Let the students decide which is the correct answer. Get them to explain why the answer that they have chosen is correct.

Example:

Linda is wearing the (more expensive, most expensive, expensive) dress.

Sue (was watching, were watching, is watching) the soccer match on television last night.

- Tell the students to turn to **pages 173 – 180 of Learning English Workbook 2**. Review the ‘Read and Learn’ sections on **page 173, page 175 and pages 177 – 179**. 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 185 – 186** as homework. Discuss with the students the three pictures on **page 185**. Ask them what is happening in each picture. Read the words in the box. Explain any words that might be unfamiliar to the students. Write a sentence for each picture on the whiteboard. Then, get the students to beef up the story with more sentences. Help them start the story by writing a few sentences first and getting them to continue the story.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Provide the students with at least three adjectives, e.g. expensive, cheap, beautiful, tall, funny. Get them to use a piece of drawing block paper and divide it into four rows of three columns. Get them to write the headings: Adjective, Comparative Adjective, Superlative Adjective. In the first row, if the adjective they are using is 'beautiful', they write it down below the 'Adjective' heading. Then, write the words 'more beautiful' under the heading 'Comparative Adjective'. Under the 'Superlative Adjective' heading, they write the words 'most beautiful'. Next, the student have to find pictures in magazines or the Internet to depict the adjectives. They then have to write sentences on the pictures. Example: The rose is beautiful. The tulip is more beautiful than the rose. The calla is the most beautiful flower in the world.