

Theme: The World of Sports

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Participles 'Each other' and 'one another' 	<ul style="list-style-type: none"> Suffixes 'ness' and 'ly' 	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

Lesson Objectives

Students are able to

- use present participles and past participles,
- answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Video showing people doing various sports
- Cards drawn with a table having 'Present', 'Past', 'Present Participle' and 'Past Participle' written as the headings
- Bags
- Word cards having words that are in the present tense, present participle and past participle on each of them

Introduction / Warm-up Activity (10 min)

- Let the students watch the video of people doing the various sports. Get them to identify the sports. Ask the students what they understand by the term 'sports' and whether they would consider chess a sport.
- Elicit from the students what the people are doing while playing the various sports shown on the video. Write the students' answers on the whiteboard.

Example:

- swimming, kicking, dribbling

Lesson (20 min)

- Point out to the students that the words written on the whiteboard are present participles. They are formed with the 'verb + -ing'.
- Next to each of the words on the whiteboard, write down its corresponding verb.

Example:

- swimming – swim
- kicking – kick
- dribbling – dribble

Bring to the students' attention that for some verbs, the last letter at the end of it has to be doubled before adding '-ing' to make it a present participle (e.g. swimming). There are also cases where the last letter, often the letter 'e', is taken away before adding '-ing' (e.g. dribbling).

- Play the video again, pausing it at least three times where the characters are in the midst of doing the different sports. Ask the students what the characters are doing. Get them to answer you in complete sentences.

Example:

- They are swimming in the pool.

Underline the present continuous tenses in the sentences. Explain to the students that the present participle can be used in the present continuous tense. Then, get the students to construct sentences using the present participle in the present continuous tense. Write their sentences on the whiteboard. Get them to identify the present participle in each of the sentences they have constructed.

4. Next, change the sentences that are on the whiteboard to the past continuous tense.

Example:

- They were swimming in the pool.

Underline the past continuous tenses in the sentences. Explain to the students that the present participle can be used in the past continuous tense. Then, get the students to construct sentences using the present participle in the past tense. Write their sentences on the whiteboard. Get them to identify the present participle in each of the sentences they have constructed.

5. Write the following sentence on the whiteboard.

Example:

- We watched an exciting football match last night.

Ask the students to identify and underline the present participle in the sentence. Elicit from the students that the present participle is used as an adjective in the sentence. Get the students to construct sentences using the present participle as adjectives. Write their sentences on the whiteboard. Get them to underline the present participle in each of the sentences they have constructed.

6. On a piece of paper, draw a table with two columns. The paper is to be placed on the visualizer projector. Write 'Present Participle' in the heading of one of the columns. Get the students to list out some words that are present participles. Then, write 'Past Participle' in the heading of the other column. Write down the past participles of the corresponding present participles.

7. Using the sentences that are written on the whiteboard, construct sentences using the past participle.

Example:

- They were swimming in the pool. → They have swum in the pool.

Underline the present perfect tenses in the sentences. Explain to the students that the past participle can be used in the present perfect tense. Then, get the students to construct sentences using the present participle in the present perfect tense. Write their sentences on the whiteboard. Get them to identify the past participle in each of the sentences they have constructed.

8. Next, change the sentences that are on the whiteboard to the past perfect tense.

Example:

- They have swum in the pool. → They had swum in the pool.

Underline the past perfect tenses in the sentences. Explain to the students that the past participle can be used in the past perfect tense. Then, get the students to construct sentences using the past participle in the past perfect tense. Write their sentences on the whiteboard. Get them to identify the past participle in each of the sentences they have constructed.

9. In the same way, point out to the students that the past participle can also be used as an adjective.

Example:

- Jon was excited about the football match last night.

Ask the students to identify and underline the past participle in the sentence. Elicit from the students that the past participle is used as an adjective in the sentence. Get the students to

construct sentences using the past participle as adjectives. Write their sentences on the whiteboard. Get them to underline the past participle in each of the sentences they have constructed.

Additional Activities / Closure (15 min)

1. Put the students into groups. Give each group a card with the table 'Present', 'Present Participle' and 'Past Participle' written as the headings. Then, provide each group with a bag. Tell the students that there are word cards in the bag. Each word card contains a word that is either in the present tense, past tense or a participle. They have to work as a group to decide if the word should be placed in the 'Present', 'Present Participle' or 'Past Participle' column in the table. Give the students a time limit to complete. The group that completes and has the most number of correct entries in each column is the winner.
2. Tell the students to turn to **pages 133 – 135**. Review the 'Read and Learn' sections on **pages 133 – 134**. 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 140 – 142** as homework. Read the passage together with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least two questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Select at least 5 picture cards on sports that the students can choose from. Get them to write about why they love the sport they have selected using the participles learnt in the lesson. Let the students decide if they want to use the present participle or the past participle in their writing. Remind the students to be consistent in their tenses.
2. Put the students in pairs. Give each pair 10 participles: 5 present participles and 5 past participles. Tell them to create a sport and come up with the rules using the 10 participles given to them. Then, get them to give a name to their new sport.