



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

1. use the reciprocal pronouns 'each other' and 'one another',
2. use suffixes such as '-ness' and '-ly',
3. write a story based on pictures using guiding questions and helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 4
2. Powerpoint slides with pictures of either 2 or more people at a sports carnival (Ensure that there is a storyline on sports and the use of 'each other' and 'one another' are used.)
3. Word cards with 'each other' and 'one another' on each of them
4. Word cards on suffixes '-ness' and '-ly'.
5. A piece of paper that has 5 sentences with words that can be changed by using suffix '-ness'
6. A piece of paper that has 5 sentences with words that can be changed by using suffix '-ly'
7. A piece of paper with 5 sentences with blanks where the students have to write the correct reciprocal pronouns
8. Video of the 10 most dangerous sports

Introduction / Warm-up Activity (10 min)

1. Show the powerpoint slides to the students and read the story to the students.

Example:

- The two runners congratulated each other after the run.
- The soccer players hugged one another when they scored the final goal.

At the end of the story, ask the students how they celebrate their victory with their teammates when they win a game. Also, ask them how they cope with disappointment together with their teammates should they not win the game.

Lesson (20 min)

1. Show the students the word cards 'each other' and 'one another'. Tell them that they are reciprocal pronouns that are used to say that people in a group are doing the same thing to

the other people in the same group. Read the words with the students. Then, stick the word cards on the whiteboard. Go through the powerpoint slides again, reading the sentences and pointing out the pictures that accompany the sentences. Let the students derive the rule when to use 'each other' and 'one another'. Write their observations on the whiteboard. Reiterate the point that 'each other' is used to talk about two people while 'one another' is used to talk about more than two people. Get the students to construct sentences using the different reciprocal pronouns. Write their sentences on the whiteboard.

2. Show the word cards on suffixes '-ness' and '-ly' to the students. Stick them on the whiteboard. Explain to them that suffixes are letters that are added at the end of root words.
3. Place the piece of paper with at least 5 sentences on the visualizer projector. Get the students to read the sentences, one at a time.

Example:

- I have been a little forgetful recently.

Get the students to identify and underline the adjective in the sentence. Then, ask the students which of the two suffixes can be added to the adjective to form a noun. If the students are unable to do this, help them with the first sentence and adjective.

Example:

- forgetful – forgetfulness

Get the students to construct a sentence with the noun that they have just done.

Example:

- I have only myself to blame for my forgetfulness.

Repeat this with the other 4 sentences.

4. Next, place the second piece of paper with at least 5 sentences on the visualizer projector. Get the students to read the sentences, one at a time.

Example:

- I think this dress is nice.

Get the students to identify and underline the adjective in the sentence. Then, ask the students which of the two suffixes can be added to the adjective to form an adverb. Remind the students that most adverbs end with '-ly'.

Example:

- nice – nicely

Get the students to construct a sentence with the noun that they have just done.

Example:

- Her clothes were nicely pressed for awards ceremony.

Repeat this with the other 4 sentences.

5. Tell the students that the suffix '-ness' or '-ly' can be added to the end of some adjectives. Reiterate that when the suffix '-ness' is added to the end of an adjective, the word formed becomes a noun. Point out the examples that are used in the 1st set of 5 sentences on the visualizer projector. Explain that when the suffix '-ly' is added to the end of an adjective, the word formed becomes an adverb. Point out the examples that are used in the 2nd set of 5 sentences on the visualizer projector.

Additional Activities / Closure (15 min)

1. Put the students into pairs. Give the students a list of adjectives written on the whiteboard. Get them to decide whether the suffix '-ness' or '-ly' are to be placed behind them to change them into nouns or adverbs. Use a different coloured pen to add the suffix to change part of the written words on the whiteboard.

2. Give each pair of students a piece of paper with at least 5 sentences on it. Let the students fill in the blanks with either 'each other' or 'one another'. Give the students a time limit to complete the sentences. Then, discuss the answers together with the class.
3. Tell the students to turn to **pages 135 – 139**. Review the 'Read and Learn' sections on **pages 135 – 136 and pages 137 – 138**. 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 143 – 144** as homework. Read the situation given on **page 143** with the students. Get them to underline the important words in the instructions that they have to pay attention to in their writing. Elicit ideas from the students on how to go about writing their composition. You may want the students to suggest some titles they can use for their writing.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Show the students some of the top 10 most dangerous sports on video. Discuss with the students why they think these sports are dangerous. Get them to share with the class if they would ever want to try these sports and why. After the discussion, get the students to research one of the 10 most dangerous sports they have seen on the video. Get them to write a short summary of why they think it is considered dangerous. Encourage the students to also reflect on how they can make it a safer sport or find an alternative safer sport that is similar to it.