

## Theme: Kind Souls

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Tenses</li> <li>Direct and indirect speech</li> <li>Phrasal verbs</li> </ul>	Saying verbs	Answering questions based on a passage	Writing a story based on pictures using guiding questions

### Lesson Objectives

Students are able to

- use tenses to talk about when an action takes place,
- understand the meaning of phrasal verbs and their use,
- answer questions based on a passage.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 6
- Picture cards showing people doing kind deeds
- Storybook titled 'The Golden Rule' by Ilene Cooper
- Visualizer projector
- A 1<sup>st</sup> sheet of paper with 2 sentences each for the simple present tense, present continuous tense, present perfect tense and present perfect continuous tense
- A 2<sup>nd</sup> sheet of paper with 2 sentences each for the simple past tense, past continuous tense, past perfect tense and past perfect continuous tense
- A 3<sup>rd</sup> sheet of paper with 2 sentences each to show the future tense 'will' and 'shall'
- A powerpoint presentation in the form of a slideshow with pictures and accompanying sentences (Refer to the words shown in the box on page 121.)
- A sheet of paper with phrasal verbs and their meanings
- A powerpoint presentation in the form of a slideshow showing a picture and two phrasal verbs per slide
- A slide with 6 – 8 sentences for the students to fill in the blanks with the correct tense (Ensure that there are 4 options for the students to choose from to fill in the blank for each sentence.)

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

- Show the students the title of the storybook that you are going to read to them. Get them to predict what the story is about based on the title and the cover page. Then, read the story to the students. Show a few pages of pictures from the book on the visualizer projector to the students as you read the storybook.
- After reading the storybook, discuss with the students what the story is about. Elicit from the students what they have learnt about the golden rule from the story.

## Lesson (20 min)

1. Divide the whiteboard into three columns. Write the word 'Tenses' above the three columns. Tell the students that there are three types of tenses. Elicit from them that they are and write them in the three columns: 'Present Time', 'Past Time' and 'Future Time'.
2. Show two sentences using the simple present tense on the visualizer projector. As you read each sentence, act out the action.

### *Example:*

- We discuss about the book, 'The Golden Rule'.
- I show the illustration on one of the pages to the students.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Present Time' column. Add a bullet point and write 'Simple Present Tense'. Elicit from the students that the simple present tense is used for repeated or habitual actions, facts or generalizations, or for situations that are happening now. Get the students to construct sentences using the simple present tense. Write at least two of their responses on the whiteboard.

3. Show two sentences using the present continuous tense on the visualizer projector. As you read each sentence, act out the action.

### *Example:*

- We are discussing about the book, 'The Golden Rule'.
- I am showing the illustration on one of the pages to the students.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Present Time' column. Add a bullet point and write 'Present Continuous Tense'. Elicit from the students how to identify the present continuous tense, i.e. 'am / is / are + present participle'. Discuss with the students when the present continuous tense is used. Get them to tell you that the present continuous tense is used to tell about things that are happening now, about a process which takes a period of time or even about something that is going to take place in the near future. Get the students to construct sentences using the present continuous tense. Write at least two of their responses on the whiteboard.

4. Next, show two sentences using the present perfect tense on the visualizer projector.

### *Example:*

- We have discussed the book, 'The Golden Rule'.
- The teacher has shown the illustration on one of the pages to the students.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Present Time' column. Add a bullet point and write 'Present Perfect Tense'. Elicit from the students how to identify the present perfect tense, i.e. 'has / have + past participle'. Discuss with the students when the present perfect tense is used. Get them to tell you that the present perfect tense is used to tell about an action that happened at an unspecified time before now and to talk about something from the past that continues until now. Get the students to construct sentences using the present perfect tense. Write at least two of their responses on the whiteboard.

5. Show another two sentences using the present perfect continuous tense on the visualizer projector.

**Example:**

- We have been discussing about the book, 'The Golden Rule', for half an hour.
- She has been showing the illustrations to the students for ten minutes.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Present Time' column. Add a bullet point and write 'Present Perfect Continuous Tense'. Elicit from the students how to identify the present perfect continuous tense, i.e. 'has / have + been + present participle'. Discuss with the students when the present perfect continuous tense is used. Get them to tell you that the present perfect continuous tense is used to show something started in the past and has continued up until now. Explain to the students that the duration of time is usually given. Get them to identify the duration of time given in the two sentences. Tell the students that the present perfect continuous tense can also be used without a duration but with words such as 'recently' and 'lately'. Provide the students with some examples.

**Example:**

- I have been having the flu lately.
- My knee has been giving me problems recently.

Get the students to construct sentences using the present perfect continuous tense. Write at least two of their responses on the whiteboard.

6. Now, show two sentences using the simple past tense on the visualizer projector.

**Example:**

- We discussed about the book, 'The Golden Rule'.
- I showed the illustration on one of the pages to the students.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Past Time' column. Add a bullet point and write 'Simple Past Tense'. Elicit from the students that the simple past tense is used to talk about completed action in the past, a series of completed actions, an action with a duration which starts and stops in the past, habits in the past and for any past facts or generalizations. Get the students to construct sentences using the simple past tense. Write at least two of their responses on the whiteboard.

7. Show two sentences using the past continuous tense on the visualizer projector.

**Example:**

- We were discussing about the book, 'The Golden Rule' just now.
- I was showing the illustration on one of the pages when a student raised his hand.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Past Time' column. Add a bullet point and write 'Past Continuous Tense'. Elicit from the students how to identify the past continuous tense, i.e. 'was / were + present participle'. Discuss with the students when the past continuous tense is used. Elicit from the students that the past continuous tense is used to indicate that a longer action in the past was interrupted with another action, to indicate a specific time that interrupted an action and to show parallel actions that were happening at the same time. Get the students to construct sentences using the past continuous tense. Write at least two of their responses on the whiteboard.

8. Show two sentences using the past perfect tense on the visualizer projector.

**Example:**

- After we had discussed the book, we did our work.
- By the time the boy finished his homework, he had been at it for 2 hours.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Past Time' column. Add a bullet point and write 'Past Perfect Tense'. Elicit from the students how to identify the past continuous tense, i.e. 'had + past participle'. Discuss with the students when the past perfect tense is used. Elicit from the students that the past perfect tense is used to express the idea that something occurred before another action in the past and is also used to show that something started in the past and continued up until another action in the past. Get the students to construct sentences using the past perfect tense. Write at least two of their responses on the whiteboard.

9. Then, show two sentences using the past perfect continuous tense on the visualizer projector.

**Example:**

- We had been discussing the book when the bell rang.
- The children were tired because they had been playing the whole day.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Past Time' column. Add a bullet point and write 'Past Perfect Continuous Tense'. Elicit from the students how to identify the past perfect continuous tense, i.e. 'had been + present participle'. Discuss with the students when the past perfect continuous tense is used. Elicit from the students that the past perfect continuous tense is used to show that something started in the past and continued up until another time in the past and to show cause and effect about an action done in the past. Get the students to construct sentences using the past perfect continuous tense. Write at least two of their responses on the whiteboard.

10. Lastly, show two sentences using the future tense on the visualizer projector.

**Example:**

- We shall discuss the book again later.
- The children will write a summary about the book.

Tell the students to point out the verbs in the sentences and underline them. Ask the students if they know what tense the verbs show. Elicit from them where the two sentences should be placed in the columns. Get them to tell you that the two sentences should be placed in the 'Future Time' column. Discuss with the students when the future tense is used. Elicit from the students that the future tense is used to express a voluntary action or promise to do something. Get the students to construct sentences using the future tense. Write at least two of their responses on the whiteboard.

11. Show the students the slideshow on phrasal verbs. Go through each slide and get the students to study the picture and read the accompanying sentence. Highlight the phrasal verb in the sentence. Tell the students that the highlighted word is a phrasal verb. Explain to them that a phrasal verb is usually made up of two words: a verb + a preposition / an adverb. Ask them to guess the meaning of the phrasal verb used in the sentence shown on the slideshow. Do the same for the remaining 7 sentences, focusing on the phrasal verb in each of them.

- Go through the 8 phrasal verbs again and get the students to construct sentences using each of the phrasal verbs. Write the students' responses on the last slide for all the students to see. Give out the sheet on phrasal verbs and their meanings. Encourage the students to memorize them.

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

- Show the students a slideshow which has 5 slides. Tell them that a picture and two phrasal verbs per slide will be shown to them. Ask them to choose one of the two phrasal verbs to make a sentence about the picture. Select a few students to share their sentences with the rest of the class. Then, reveal a sentence for the picture that you have constructed with one of the phrasal verbs.
- Next, show the students another set of slides in which they have to fill in the blanks with the correct tense for the 6 – 8 given sentences. Discuss with the students the tenses they have selected for each of the sentences. Get them to explain why they have chosen the answer among the four given options.
- Tell the students to turn to **pages 113 – 116 and pages 121 – 122 of Learning English Workbook 6**. Review the 'Read and Learn' sections on **pages 113 – 115 and page 121** before reading the instructions given in the exercises together. 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**

- Ask the students to complete **pages 123 – 127** as homework. You may want to read the passage with the students, stopping at certain points in the passage to question the students on their understanding of the story so far. Elicit the answers from the students when you go through the questions with them.
- They should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

- Tell the students to imagine that the school is organizing a day for the primary 6 students to visit a nursing home. Ask the students to think about and prepare a program to entertain the elderly who are staying there. Get the students to write in complete sentences using the future tense. Give them ideas on what food they can bring, art and craft work to do with the elderly, staging a short performance or a skit, etc. to guide them on writing 10 suggestions to occupy the time spent at the nursing home.
- Using the handout of phrasal verbs given to the students as a reference, tell the students to pick out 5 phrasal verbs and write a short story using them. Give them a title to the story that they have to write, e.g. Kindness Begets Kindness, A Good Deed, etc. Remind them to use the correct form of the phrasal verbs. Get the students to underline the phrasal verbs in the story so that they can be easily spotted.