



## Lesson Plan For Unit 1 (Part 2)

 45 min

### Theme: Showing Appreciation

| Focus: | Grammar               | Vocabulary                       | Comprehension                         | Writing   |
|--------|-----------------------|----------------------------------|---------------------------------------|---|
|        | The simple past tense | Sentences used in letter writing | Answering questions based on a letter | Writing a story based on pictures using helping words |

### Lesson Objectives

Students are able to

1. use the simple past tense of verbs to talk about past actions and events,
2. identify time words like 'yesterday' and 'last week', etc. to refer to actions and events that have passed,
3. write a story based on pictures using helping words.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 3
2. A highlighter
3. Visualiser projector
4. Sample thank you letter for the students to identify the verbs in the simple past tense
5. Decks of cards with the verbs in the simple present tense written on each of them

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

1. Tell the class that you had a housewarming party last weekend and that you are going to write a letter to thank your guests for coming. You need their help in writing the thank you letter.
2. Using the visualiser projector, place a blank piece of paper on it and pen a simple thank you letter. Take the opportunity to recapitulate with the students how to start, what to write in the body of the letter and how to end it.

### Lesson (20 min)

1. Tell the students that the simple past tense is used for actions or events that have happened in the past. Since the housewarming party is over, the verbs used in the letter when referring to the party must be in the past tense. Point out the verbs in the simple past tense found in the letter using a highlighter. You may want to highlight the first few and then get the students to volunteer the answers for the rest.
2. Write the words that you and the students have highlighted in the letter on the whiteboard. Write the heading 'Simple Past Tense' above the words. Elicit from the students the simple present tense of these verbs. Then, write the corresponding verbs in the simple present tense next to the ones in the past tense. Check with the students if they know when they should use the simple present tense.
3. Point out to the students that the verbs in the simple past tense can be formed in many different ways. Introduce the students to the addition of '-d' to the verbs to form the simple past tense. Refer the students to the words on the whiteboard which show the addition of '-d' to the verbs.

**Example:**

- live – lived
- like – liked

4. Next, introduce the students to the addition of ‘-ed’ to the verbs to form the simple past tense. Refer the students to the words on the whiteboard which show the addition of ‘-ed’ to the verbs.

*Example:*

- visit – **visited**
- walk – **walked**

5. Then, highlight to the students that the ‘-y’ at the end of some verbs have to be changed to ‘-ied’ to form the simple past tense. Refer the students to the words on the whiteboard which show this.

*Example:*

- carry – **carried**
- try – **tried**

6. Bring to the students’ attention that to form the simple past tense for some verbs, letters in them are changed. Refer the students to the words on the whiteboard which show this.

*Example:*

- come – **came**
- make – **made**

7. Also, tell the students that for some verbs, they are spelt differently to form the simple past tense. Refer the students to the words on the whiteboard which show this.

*Example:*

- am – **was**
- bring – **brought**

8. However, let the students know that the spelling of some verbs do not change to form the past tense.

*Example:*

- put – put
- cost – cost

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

1. Put the students in pairs. Give each pair a sample thank you letter different from the one you have earlier written in the ‘Introduction.’ Instruct the students to underline the verbs in the simple past tense which are found in the letter. You may want to ensure that at least 10 of such verbs in the simple past tense can be found. Then, the students need to write the simple present tense of the highlighted verbs that they have found. Go through the answers with the students.
2. Tell the students to turn to **pages 1 – 3 of Learning English Workbook 3**. Review the ‘Read and Learn’ section on **pages 1 – 3**. 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 **page 7** as homework. Read the instructions and go through the helping words. Explain words the students are unfamiliar with. You might want to start the first paragraph and have the students continue the story on their own.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Get the students to create thank you cards. Encourage them to write a note of appreciation to the nurses at a nearby hospital, policemen at the neighbourhood police post, etc. Select a day when the students can personally deliver their thank you letters to them.
2. Put the students in groups. Each group has a deck of cards with only the verbs in the simple present tense. Each student in the group gets the chance to pick a card from the top of the deck. He has to turn the card over, show his group members the verb on the card and then say the past tense of the verb. If he gets the answer correct, he gets to keep the card. If he gets it wrong, he has to return the card to the bottom of the deck. The next player then gets a turn.