



## Theme: Being Helpful

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Subject and object pronouns</li> <li>The simple past tense (3)</li> <li>Modals 'should' and 'should not'</li> </ul>	Actions	Answering questions based on a chart and a short passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

1. identify and use 'I', 'you', 'he', 'she', 'it', 'we' and 'they' as subject pronouns,
2. identify and use 'me', 'you', 'him', 'her', 'it', 'us' and 'them' as object pronouns,
3. use the simple past tense to talk about actions that happened in the past,
4. answer questions based on a chart.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 2
2. A stack of books
3. A script with some subject pronouns and object pronouns that are used in the skit
4. A sheet of paper with sentences using subject pronouns
5. A sheet of paper with sentences using object pronouns
6. Visualizer projector
7. Red and blue/black marker
8. Blank Bingo cards (6 x 6 grid)
9. A sheet of paper with a mix of sentences with blanks for the subject pronouns or object pronouns
10. Newspaper articles
11. Highlighters

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

1. Prior to the lesson, arrange to have at least two students act out a short skit with you. Come to class, holding a stack of books or anything that seems heavy. Get the students to come up to you. Make sure the rest of the students are all looking at you. Then, let the two students offer you assistance.

#### *Example:*

- Mrs Lee has many books. Let's help her. (Student A)
- Mrs Lee, Sharon can take half of the stack. I can take the other half from you. (Student B)
- Yes, we can do that. (Student A)
- Thank you, both. You are very helpful. Thank you for helping me (Teacher)

Make sure that the students whom you have chosen are able to speak loudly so that the rest of the class can also hear them.

2. Show the script that was used in the skit on the visualizer projector. Underline the subject pronouns used and tell the students what they are.

## Lesson (20 min)

1. Elicit from the students who 'I', 'we' and 'you' refer to in the sentences. Explain to them that subject pronouns are the ones that do the action. Go through each sentence and get the students to identify what action each subject pronoun is doing.
2. Write 'Subject pronouns' on the whiteboard as the heading. Then, list the three subject pronouns that were used in the script. Provide a sheet of paper with sample sentences on 'he', 'she', 'it' and 'they' in them to the students. Place the sheet of paper on the visualizer projector. Go through the sentences and get the students to identify the other subject pronouns. Write the remaining subject pronouns under the heading 'Subject pronouns'.
3. Next, underline the object pronouns used in the sentences in the script. Use a different coloured marker and tell the students what they are.

### *Example:*

- Mrs Lee has many books. Let's help her. (Student A)
  - Mrs Lee, Sharon can take half of the stack. I can take the other half from you. (Student B)
  - Yes, we can do that. (Student A)
  - Thank you, both. You are very helpful. Thank you for helping me. (Teacher)
4. Elicit from the students who 'her', 'you' and 'me' are referring to in the sentences. Explain to them that object pronouns are the ones that receive the action. Go through each sentence and get the students to identify who the object pronouns are.
  5. Write 'Object pronouns' on the whiteboard as the heading next to the 'Subject heading'. Then, list out the three object pronouns that were used in the script. Provide a sheet of paper with sample sentences on 'him', 'it', 'us' and 'them' in them to the students. Place the sheet of paper on the visualizer projector. Go through the sentences and get the students to identify the other object pronouns. Write the remaining object pronouns under the heading 'Object pronouns'.
  6. Ask the class what the two students did to help you when you entered the classroom. Elicit the answers from the students using the simple past tense.

### *Example:*

- Sharon and Ken helped you to carry the books.
- The two students decided to split the stack of books between them.

Write their responses on the whiteboard. Underline the verbs that show the simple past tense. Recapitulate what the simple past tense means.

## Additional Activities / Closure (15 min)

1. Put the students in pairs to play two different Bingo games: one is a Bingo game on subject pronouns and the other is on object pronouns. Give out two blank Bingo cards to the students. Tell the students to use one Bingo card and fill it in with any 6 subject pronouns. The students have to fill the boxes on the other Bingo card with object pronouns. Once they have completed their Bingo cards, show the students the sheet of paper that contains a mixture of sentences with blanks for the students to fill in either the subject or object pronouns. Show the sentences, one at a time. Get the students to give the answer and then cross out the subject or object pronoun found on their Bingo cards. The pair of students who complete one row on either of the Bingo cards wins.
2. Tell the students to turn to **pages 35 – 37 of Learning English Workbook 2**. Review the 'Read and Learn' section on **pages 35 and 36**. 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 39 – 40** as homework. Go through the chart and passage with the students. Discuss with them how to read the chart. Then, go through the questions with the students and elicit from them the answers. Get them to tell you how they derive 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 age-appropriate articles from newspapers, magazines or the Internet. Make copies of them and give them out to each group of students in the class. Get them to use a highlighter to highlight the subject pronouns. Let them use a different coloured highlighter to highlight the object pronouns. Then, go through the articles with the students. Get them to point out the subject pronouns and object pronouns in the articles. If the students are incorrect, explain to them why they are wrong.