

## Theme: That's Funny!

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Articles (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Words related to having fun</li> <li>• Words with different meanings</li> <li>• Idioms</li> </ul>	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 words associated with having fun,
2. use different types of adjectives to describe nouns,
3. answer questions based on a passage.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 4
2. A video of a mime
3. 1<sup>st</sup> set of word cards (refer to the words in the box on [page 57](#))
4. 2<sup>nd</sup> set of word cards (refer to the answers for questions 1 – 10 on [pages 56 – 57, I](#))
5. Visualizer projector
6. An object or two such as a block, a ball, a clock, etc.

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

1. Come to class and mime something in front of the students. Get them interested in what you are doing. Then, ask the students if they know what you were trying to do. Tell the class that some people mime for a living while others do it because it is their passion.
2. Show the class the video of a mime next. At the end of the video, discuss with the students the parts that they found hilarious.

### Lesson (20 min)

1. Show the word cards to the students, one at a time. Stick the word cards on the whiteboard. Using the video of the mime that the students just watched, get them to explain the meanings of the words and construct sentences with them. You may want to explain the meanings of any of the words that the students may not be familiar with.
2. Elicit from the students other types of shows or get them to name movies that can make them laugh besides watching a mime.

**Example:**

- a comedy, stand-up comedy, slapstick humour

Get the students to name people whose profession is to make people laugh.

**Example:**

- jester, comedian, clown

Discuss with the students how the people are dressed, the types of jokes they create and the entertainment they give to people. Use the 2<sup>nd</sup> set of word cards as you discuss this with the students.

3. Show the students the picture card of a jester. Get the students to describe the jester.

**Example:**

- This is a funny jester.
- He is a young man.

Write the students' sentences on the whiteboard. Get them to identify the adjectives in each sentence by underlining them.

4. Next, tell the students that there are different types of adjectives: opinion, size, age, shape, colour, origin, material. Write them in the correct order on the whiteboard. Get the students to look at the sentences on the whiteboard and identify what type of adjectives they are.

**Example:**

- This is a funny jester. (opinion)
- He is a young man. (age)

Write the type of adjective in brackets for each sentence on the whiteboard.

5. Since the sentences are all about the jester, get the students to arrange them in one sentence. Tell the students that when a list of adjectives is used to describe a noun, they have to be arranged in a certain order. Point to the students the order of the adjectives that you have written earlier on the whiteboard. Show the students how it is done.

**Example:**

- This is a funny, tall, young jester. (opinion, size, age)

Explain to the students that the order of the adjectives must still be used even if some of them are missing.

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

1. Put the students into groups. Show the students an object on the visualizer projector. Get the students to write descriptive words about the object. Then, discuss the answers as a class by writing them down on the whiteboard. After that, get the students to categorize the adjectives that are on the whiteboard into opinion, size, age, shape, colour, origin and material. Give them some time to do so. Then, discuss with the students which words they have placed under which category. Lastly, get students to construct sentences using the adjectives in the correct order. If time permits, you can choose another object to be placed on the visualizer projector for a second round of activity.
2. Tell the students to turn to **pages 53 – 54 and pages 56 – 58 of Learning English Workbook 4**. Review the 'Read and Learn' sections on **page 53**. 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 59 – 61** 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. Get the students to find jokes, riddles or cartoon strips that they can share with their classmates during the next lesson. Use the materials brought by the students to recapitulate on the use of adjectives. Get them to rewrite their joke, riddle or cartoon strip to contain more than one adjective to describe a noun. Ensure that the adjectives used in their revised joke, riddle or cartoon strip are in the correct order.