



Theme: A Long, Long Time Ago

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • 'Was' and 'were' • The simple past tense (4) • Prepositions of place 	Things and occupations in the past	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use 'was' with a singular subject,
2. use 'were' with a plural subject,
3. use the simple past tense to talk about actions that we did in the past,
4. use the negative of the simple past tense as 'did not/didn't + verb (base form)',
5. write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Picture cards showing things used in the past
3. Word cards with the words 'was' and 'were' on each of them

Introduction / Warm-up Activity (10 min)

1. Tell the class that you are going to show them some picture cards of things used in the past. Show the cards to the students, one at a time. Get them to identify and name the things.
2. Ask them questions about each thing shown on the picture card.

Example:

- Where was the trishaw?
- Who were these men?

Ensure that the students reply in complete sentences.

Example:

- The trishaw is in front of the shop.
- These men were trishaw riders.

Write the students' responses on the whiteboard. Go through the other picture cards, ask the students questions and write their responses on the whiteboard as well.

Lesson (20 min)

1. Show the students the word cards 'was' and 'were'. Stick them on the whiteboard. Tell them that they are verbs in the past tense. 'Was' is used with a singular subject whereas 'were' is used with a plural subject.
2. Using back the sentences that the students had used earlier, go through each of them. Show the students the subject in the sentence. Point out 'trishaw' to them. Ask the students if it is a singular or plural subject. Tell them that since it is a singular subject, the verb must agree with it, therefore, they have to use 'was'.

Example:

- The trishaw is in front of the shop.

3. Next, refer the students to the second sentence on the whiteboard. Point out 'men' in the sentence. Ask the students if it is a singular or plural subject. Tell them that since it is a plural subject, the verb must agree with it, therefore, they have to use 'were'.

Example:

- These men were trishaw riders.

4. Use the other sentences that are on the whiteboard which the students have answered earlier to reinforce their understanding of the subject-verb agreement.
5. Tell the students that some subjects such as water, electricity, etc. are uncountable nouns and seen as singular subjects. Therefore, 'was' must be used.

Example:

- Water was on the floor.
- Provide other examples to the students.

6. Talk about a game you used to play when you were a child. As you tell the students about your game, make sure that the past tense is used.

Example:

- I loved playing marbles when I was a child. My friends and I had many marbles then.
- We played marbles on the sand in front of our house.

You may want to write some of the sentences you used in your narration and write them on the whiteboard. Underline the verbs used. Reinforce to the students that the action was done in the past, therefore, the simple past tense is used in all the sentences.

7. Tell the students some things you did not do when you were playing the game.

Example:

- We did not throw marbles at one another. We did not take one another's marbles.

Underline the negative of the simple past tense is formed as such: did not + verb (base form).

Tell the students that 'did not' can be shortened to 'didn't'. Get the students to construct some sentences using 'did not' and talk about things they have done in the past. You might want to give them a scenario so that it is easier for discussion.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Tell them that each of them have to construct 4 sentences using 'was' or 'were'. Tell them that they can choose to deliberately make mistakes in their subject verb agreement for two of the sentences. They then have to exchange their sentences with their classmates and see if the errors are being spotted by their partner. You may wish to do the same activity for 'did not / didn't + verb (base form)'.
2. Tell the students to turn to **pages 45 – 46 of Learning English Workbook 2**. Review the 'Read and Learn' section on **pages 45 and 46**. 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 50** as homework. Discuss with the students the three pictures shown on **page 50**. Ask them what is happening in each picture. Write a sentence for each picture on the whiteboard. Then, get the students to beef up the story with more sentences. Help them start on the story by writing a few sentences first and getting them to continue the story.
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 look through any one photograph that their grandparents have. Ask them to get their grandparents to talk about that special photograph. They can bring the old photograph to school and share them with the class. Let them tell the rest of their classmates what their grandparents did last time.