



Lesson Plan For Unit 8 (Part 2)

45 min

Theme: Newsworthy

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Question words (2) • Subject-verb agreement • The past continuous tense 	Parts of a newspaper	Answering questions based on a visual text	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use a singular verb with a singular subject,
2. use a plural verb with a plural subject,
3. use the past continuous tense for actions that were happening in the past,
4. write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. A sports article from the newspaper (e.g. tennis, badminton, golf)
3. Visualiser projector
4. Badminton rackets
5. A shuttlecock
6. Different colour markers

Introduction / Warm-up Activity (10 min)

1. Bring a sports article from the newspaper to the classroom and place it on the visualiser projector. Recapitulate what a headline, by-line and editor are.
2. Get the students to read the article quietly by themselves. After that, discuss with the students what the article is about using the question words learnt in the previous lesson. Write the students' responses on the whiteboard.

Lesson (20 min)

1. Take out the badminton racket and shuttlecock. Show them to the students. Ask the students what they are. Ask the students how a badminton racket is used together with the shuttlecock. You may want to either demonstrate how to serve the shuttlecock or get a student to do so. Then, write down a sentence about it.

Example:

- Josh hits the shuttlecock correctly.

Point out and underline the subject ('Josh') in the sentence with a different colour marker. Then, point and underline the verb ('hits') used in the sentence. Tell the students that the subject and verb must agree with each other. Therefore, since this is a singular subject, the verb has to be singular too. Let the students construct sentences using a singular subject and singular verb in their sentences. Write them down on the whiteboard.

2. Bring out another badminton racket. Get another student to stand opposite from the first student, holding the badminton racket. Tell the student who has the shuttlecock to pretend to serve it. Then, write a sentence about it.

Example:

- One of the players hits the shuttlecock.

Underline 'One of' with a different colour marker. Tell the students that in this case, although there are two players, 'one of' refers to one player only. Therefore, 'one of' is singular and the verb ('hits') that follows is also singular. Let the students construct sentences using 'one of' and a singular verb. Write them down on the whiteboard.

3. Point out to the class that the two students have rackets. You can say it in another way.

Example:

- Each of the students holds a racket.

Underline 'Each' with a different colour marker. Tell the students that 'each' means one. Therefore, it is singular and the verb ('holds') that follows is also singular. Let the students construct sentences using 'each' and a singular verb. Write them down on the whiteboard.

4. Next, tell the class to show you their pencils. Construct a sentence using 'everyone'.

Example:

- Everyone has a pencil.

Underline 'Everyone' with a different colour marker. Tell the students that 'everyone' means everybody. 'Everyone' is singular and the verb that follows is also singular. Let the students construct sentences using 'everyone' and a singular verb. Write them down on the whiteboard.

5. Talk about yourself writing on the whiteboard with a marker. Write the following sentence as you write.

Example:

- I write with a marker.

Point out and underline 'I' in the sentence with a different colour marker. Then, point and underline the verb ('write') used in the sentence. Tell the students that the subject and verb must agree with each other. Tell the students that 'I' is a special pronoun, the verb has to be plural. Let the students construct sentences using 'I' and plural verb in their sentences. Write them down on the whiteboard.

6. Next, write other sentences using pronouns such as 'we' and 'they' to illustrate that these pronouns are plural and the verbs that follow after them have to be plural too. Use other examples to illustrate the use of plural verbs in the sentences.

Example:

- They/We sweep the floor during recess time.
- Hilda and Kim walk to school.
- The children live in that house.

7. Ask the students what all of them were showing you a while ago.

Example:

- We were showing you our pencils.

Write the students' sentence on the whiteboard. Underline the past continuous tense 'were showing' with a different colour marker. Tell the students that the action was happening in the past, therefore when the sentence is written, it is 'were' + verb (-ing form). Let the students know that 'were' is used because the pronoun is plural. Let them know that if the pronoun or subject is singular, the verb has to be singular too.

Example:

- I was showing you my pencil.
- Joan was showing us her pencil.

8. Point out to the students that words such as 'last night', 'yesterday', 'this afternoon', etc. are sometimes used in sentences with the past continuous tense. Provide the students examples by writing them on the whiteboard.

Example:

- Dan was cycling on the road when he met with an accident yesterday.
- Tina was crying non-stop this morning.

Get the students to construct their own sentences using the past continuous tense.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Tell each student to write 3 sentences containing between 6 – 10 words. Tell them to construct some sentences with the correct subject verb agreement and others with the wrong subject verb agreement. Then, get them to swap their sentences with their classmate who will try to identify the sentences with the wrong subject verb agreement. They have to write the correct verb above the verb that is wrong. After they have completed all the 5 sentences, each pair of students get back their own original sentences and check if their classmate has correctly identified the ones that have the wrong subject verb agreement.
2. Tell the students to turn to **pages 60 – 62 of Learning English Workbook 3**. Review the 'Read and Learn' section on **pages 60 – 61** and **page 62**. 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 67** 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. Give the students an article from the newspaper. Get them to write down 5 sentences found in the article on a piece of paper. Then, have them identify the subject and verb in each of the sentences. They do so by underlining the subject or pronoun and circling the verb in each of the sentences.