

**Theme: Story Telling**

| Focus: | Grammar                               | Vocabulary  | Comprehension                          | Writing   |
|--------|---------------------------------------|---|--|---|
|        | Expressions showing time and sequence | <ul style="list-style-type: none"> <li>Action verbs</li> <li>Saying verbs</li> <li>Thinking or feeling verbs</li> </ul> | Answering questions based on a passage | Writing a story based on pictures using helping words |

**Lesson Objectives**

Students are able to

- use action verbs, saying verbs, thinking verbs and feeling verbs in their writing,
- answer questions based on a passage.

**Resources**

(Preparation to be done before the lesson)

- Learning English Workbook 3
- Word cards (refer to the words in the box on page 71)
- Sets of word cards with different action verbs, saying verbs, thinking verbs and feeling verbs on each of them to be handed out to each student

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

- Ask the students if they know the story, 'Rumplestiltskin'. You may want to tell the story briefly so that all the students have a little background on it. Use pictures while telling the story. Then, read an excerpt starting from the part where he stamped his foot when the queen got his name right at the third chance.

**Lesson (20 min)**

- Elicit from the students how the queen felt when she got Rumplestiltskin's name right.

*Example:*

- She felt relieved/comforted.

Write the students' responses on the whiteboard. Show the word card 'felt' and ask the students how they think Rumplestiltskin felt when he heard the queen's answer. Explain to the students that 'felt' is a feeling word and allows them to describe how the characters in the story feel.

*Example:*

- He felt appalled/ was in shock/ could not believe his ears.

Let the students describe how they are feeling at school today.

- Ask the students how Rumplestiltskin reacted when he heard the queen's answer.

*Example:*

- He stamped his foot.
- He trembled.
- He grumbled under his breath.

Show the students the word cards 'stamped', 'trembled' and 'grumbled'. Stick them on the whiteboard. Explain to the students the meaning of the words. Tell them that these are verbs that show action.

3. Explain to the students that action verbs, saying verbs, thinking verbs and feeling verbs are commonly found in story telling. Show them the remaining word cards. Explain to the students the meaning of the words. Stick them on the whiteboard. Get the students to construct sentences using the words shown on the word cards.
4. Elicit from students if there are any other action verbs, saying verbs, thinking verbs and feeling verbs that they know and which they can use in their story telling. Draw a table on the whiteboard and write the headings 'Action verbs', 'Saying verbs', 'Feeling verbs' and 'Thinking Verbs' in each column. Write the students' responses in the correct column in the table by discussing with them the column the verbs they have come up with belong in.

**Example:**

- stagger, hobble (action verbs)
- mutter, whisper (saying words)
- believe, dream (thinking words)
- hurt, elated (feeling words)

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

1. Put the students in groups of 8. Give each group a set of 8 word cards which have verbs on them. The verbs can be placed in the four categories: action verbs, saying verbs, thinking verbs, feeling verbs. Each student in the group must have a word card. They have to go round the class to locate other similar word cards that belong to the same category as them. Tell the students that once they have found other classmates with the same category, they have to sit down as a group. Go through the verbs in each group to check that they belong to the correct category by discussing them with the students.
2. Tell the students to turn to [page 71 of Learning English Workbook 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 [pages 72 – 73](#) as homework. Go through the passage with the students. Explain to them any words or phrases that may be unfamiliar to them. Elicit answers from them for the questions. Get the students to explain how they derive their answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Encourage the students to come up with a short play on any story that they like. Give them time to practise and act it out for their classmates during one of the lessons. Limit their story acting to 10 minutes per group. After their acting, you can discuss with the class as a whole about the play and any action verbs, saying verbs, thinking verbs, feeling verbs, that are used in the story.