



## Lesson Plan For Lesson 13



40 min

**Theme: Our Feelings**

**Focus: Adjectives after the Verb 'To Be'**

### Lesson Objectives

Students are able to

1. identify different feelings,
2. complete sentences using appropriate adjectives,
3. rearrange words to form a correct sentence containing an adjective after the verb 'to be'.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 1
2. Cards with feeling words written on them
3. A bag to contain the cards

### Introduction / Warm-up Activity (5 min)

1. Invite a few students to come up, one at a time, to pick a card from the bag.
2. Get each student to act out the expression written on the card.
3. Have the other students guess the expression on the student's face. Construct the sentences to describe the type of feeling.

*Example:*

- He is happy.
4. Write the sentences on the board.

### Lesson (10 min)

#### Adjectives after the Verb 'To Be'

1. Review what adjectives are with the students.
2. Explain to the students that adjectives can be placed after the noun with the verb 'to be' between them. Use the sentences written on the board to illustrate your explanation.
3. Explain to the students that more than one adjective can also be written and the word 'and' or 'but' may be used. Use an item found in the classroom such as an eraser and form a sentence.

*Example:*

- The eraser is small and dirty.
4. Relate this lesson to the one learnt in **Lesson 8**. Explain to the students that the verb 'to be' will not be between the adjective and the noun if the adjective is before the noun.

5. Provide as many examples as possible to illustrate your explanations.

### **Classroom Activities / Assessment (10 min)**

1. Refer the students to **page 61 of Learning Grammar Workbook 1**. Read the examples to them.
2. Complete **Exercise 32 and 33, pages 62 – 65** together with the students.
3. You may want to explain any adjectives in the box on **page 64** that the students might be unsure of.
4. Facilitate the students' learning by walking around to check their answers.

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

1. Direct the students back to **page 61**. Get them to write sentences with adjectives after the verb 'to be'.
2. Prompt them by referring to the sentences on the board earlier. They could also form their own sentences by talking about their friends, teachers or family members.

### **Optional Activities**

1. Ask the students to complete **Exercise 34, page 66** as homework.
2. The students should either write their homework details in their student handbooks or fold the pages in their workbooks.
3. You may want your students to make paper masks to show a particular feeling. Have them write a sentence with the adjective after the verb 'to be' behind the mask. They can wear the mask and ask the class to guess the sentence that is written behind the mask.