



Lesson Plan For Lesson 5



40 min

Theme: Animals Big and Small

Focus: Negative and Affirmative Statements – ‘Is/Is Not (Isn’t)’; ‘Are/Are Not (Aren’t)’ and ‘Am/Am Not’

Lesson Objectives

Students are able to

1. identify the names of different animals,
2. complete sentences and answer questions using ‘is/is not (isn’t)’, ‘are/are not (aren’t)’ and ‘am/am not’,
3. identify contractions ‘isn’t’ and ‘aren’t’.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 1
2. Set A: Pictures of different animals (both wild and domestic)
Set B: Pictures of different animals with half of their bodies shown so that they are still recognizable from half the picture (Ensure that some of the pictures have more than one of that particular animal.)
3. A set of Bingo cards (One card for each group. On each card, draw a 4×4 grid and write the name of an animal in each box.)
4. A set of coloured pencils

Introduction / Warm-up Activity (5 min)

1. Use pictures from Set A. Hold up a picture of an animal for the class to see. Form a positive and a negative sentence.

Example:

- This is not a lion.

It is a tiger.

2. Write the sentences on the board.
3. Show another three pictures. Let the students make positive and negative sentences about each picture. Encourage them to construct sentences creatively.

Example:

- The tigers are not at the zoo. They are in the jungle.

4. Write these sentences on the board as well.

Lesson (10 min)

Negative and Affirmative Statements – ‘Is/Is Not (Isn’t)’, ‘Are/Are Not (Aren’t)’ and ‘Am/Am Not’

1. Explain to the students that the word ‘not’ is used to make a word or expression that is the opposite in meaning. It is used to say that something is not true, not correct or is not happening.
2. Use pictures from Set B. Show the students a picture of an animal. Make a positive or negative sentence about the picture. Then ask the students if the sentence you have made is correct. Have them correct the wrong sentences. Show the students the other half of the picture of the animal after the sentence is made.
3. You may want to tell the students the contraction for the negative words. Highlight to the students where the apostrophe is placed in the contractions.

Examples:

- is not — isn’t
- are not — aren’t

Classroom Activities / Assessment (10 min)

1. Refer the students to [page 19 of Learning Grammar Workbook 1](#). Read the examples to them.
2. Complete [Exercise 12 and 13, pages 20 – 22](#) together with the students.
3. Facilitate the students’ learning by walking around to check their answers.
4. Remind the students that they need to start their sentences with a capital letter.

Additional Activities / Closure (15 min)

Divide the students into groups and give each group a Bingo card. Say a positive and a negative sentence.

Examples:

- This animal is not a tiger.
- It is an elephant.

Based on the sentences, students need to identify the animal by its name and put a cross in the box with that animal name. The first group to cross out all the squares in a row (vertically, horizontally or diagonally) wins the game. You may want to award points to the group that wins the game.

Optional Activities

1. Ask the students to complete [Exercise 14, pages 23 – 24](#) as homework.
2. You may want to do [questions 1 and 2](#) with them first so that they are sure of what they have to do.
3. The students should either write their homework details in their student handbooks or fold the pages of their workbooks.