



Theme: Let's Play!

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • 'Like(s)' and 'don't/doesn't like' • The simple past tense (5) • The past continuous tense • Adjectives and comparison of adjectives (2) 	<ul style="list-style-type: none"> • Sports and games • Ordinal numbers 	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. identify and name different sports and games,
2. express their likes and dislikes about a game using 'like', 'likes', 'do not like' and 'does not like',
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Things needed to play a badminton game – rackets, shuttlecock, net
3. Picture cards (refer to the words in the box on [page 102](#))
4. Powerpoint with slides showing a student or students showing they like or dislike a game
5. Visualizer projector

Introduction / Warm-up Activity (10 min)

1. Bring the students to an area near the classroom where there is an open space so that a game of badminton can be played. Otherwise, clear an area in the classroom so that the game can be demonstrated.
2. Show the students the badminton rackets, shuttlecocks and net. Ask them if they know what these things are. Get them to identify and name them. Tell the students that these things are used to play a game. Ask them if they know what it is.
3. Get two students to volunteer to play badminton with each other. Discuss with the students how the game is played.

Lesson (20 min)

1. Using the visualizer projector, place the picture cards on it. Then, get the students to identify and name the things or game shown on the cards. Start with the things used when playing badminton.
2. Show the students the picture card of students playing hopscotch. Ask the students if they like playing the game.

Example:

- I like playing hopscotch.
- I do not like playing hopscotch.

Write the students' responses on the whiteboard. Underline the words 'like' and 'do not like' in the sentences written on the whiteboard. Explain to the students that the verb 'like' tells them that someone enjoys something. 'Do not like' is the opposite; it expresses what someone does not enjoy. Get students to talk about games that they like or do not like.

3. Ask a female student what she likes playing. Then, ask the rest of the class what the student likes. Let them answer your question.

Example:

- She likes playing hopscotch.

Write the students' sentence on the whiteboard. Underline the words 'likes'. Next, ask a male student what he likes playing. Then, ask the rest of the class what the student likes. Let them answer your question.

Example:

- He likes cycling.

Write the students' sentence on the whiteboard. Underline the words 'likes'. Explain to the students that a singular verb ('likes') must agree with a singular subject ('he' and 'she').

4. Ask the class if anyone else likes the game that the female student likes. Get those who like the game to raise their hands. Pointing to those who have raised their hands, ask the rest of the class what these students like. Let them answer your question.

Example:

- They like playing hopscotch.

Write the students' sentence on the whiteboard. Underline the words 'like'. Next, ask the class if anyone else likes the game that the male student likes. Get those who like to raise their hands. Include yourself at this point by raising your hand as well. Then, tell the class that what all of you like.

Example:

- We like cycling.

Write the sentence on the whiteboard. Underline the words 'like'. Explain to the students that a plural verb ('like') must agree with a plural subject ('I', 'they' and 'we').

5. Ask the students about games that they do not like. In the same way, start by asking a female student, then a male student to introduce the words 'does not like'. Write the sentences on the whiteboard and underline the words 'does not like'. Explain to the students that a singular verb ('does') must agree with a singular subject ('he' and 'she'). Tell the students that 'doesn't like' is a short form of 'does not like'.
6. Then, ask the students who do not like a particular game such as soccer and get them to raise their hands to introduce the words 'do not like' for 'they' and 'we'. Write the sentences on the whiteboard and underline the words 'do not like'. Explain to the students that a plural verb ('do') must agree with a singular subject ('I', 'they' and 'we'). Tell the students that 'don't like' is a short form of 'do not like'.

Additional Activities / Closure (15 min)

1. Show the students a powerpoint presentation. Tell them that they are about to see about 6 slides showing students who like or do not like a particular game. They have to construct sentences based on what they see in the pictures using 'do not like', 'does not like', 'like' or 'likes'.

Example:

- Sue likes swimming in the pool.
 - Jon and I do not like playing soccer.
2. Tell the students to turn to **pages 95 – 97 and pages 102 – 103 of Learning English Workbook 2**. Review the 'Read and Learn' sections on **page 95**. 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 103 – 104** as homework. Go through the passage with the students. Elicit from the students what the story is about. You may want to explain to the students any words that may be unfamiliar to them.
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 draw a sport/game that they enjoy playing. Then, write a few sentences telling the readers the game they enjoy playing and why.
2. Get students to refer to the newspapers and cut out two pictures of sports or games that journalists have written articles on. Let them identify the sports or games. You may want them to find out some terms used in that particular sport or game.

Example:

- golf – birdie, hole in one, club, sand trap