



## Theme: Let Me Tell You A Story

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Expressions showing possession</li> <li>Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes 'uni-', 'bi-', 'tri-', 'quad-', 'octo-', 'semi' and 'multi'</li> <li>Saying verbs</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions based on a poem</li> </ul>	<ul style="list-style-type: none"> <li>Writing a story based on pictures using guiding questions and helping words</li> </ul>

### Lesson Objectives

Students are able to

1. use phrasal verbs,
2. use prefixes 'uni-', 'bi-', 'tri-', 'quad-', 'octo-', 'semi-' and 'multi-',
3. write a story based on a situation and guidelines.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 4
2. Cartoon strips showing phrasal verbs in conversations
3. Visualizer projector
4. A short passage with at least 6 phrasal verbs (refer to the underlined words on [page 29](#))
5. 1<sup>st</sup> set of word cards (refer to the words in the box on [page 29](#))
6. 2<sup>nd</sup> set of word cards (refer to the words in the box on [page 30](#) – Ensure that the prefixes in all the words are of a different colour from the main text.)
7. Word cards with either a verb or a preposition on each of them (Ensure that there are enough for each pair of students.)

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

1. Show the students the cartoon strip showing two characters having a conversation on the visualizer projector. Ensure that at least two phrasal verbs are used in the context of the conversation. Get the students to take on the roles of the characters and read the speech bubbles.
2. After reading, ask the students what the conversation is about. If the students reply using the phrasal verbs found in the speech bubbles, elicit from them what the phrasal verbs mean. Let the students derive the meaning of the phrasal verbs in context.
3. You may want to show them another cartoon strip and discuss the context with them.

### Lesson (20 min)

1. Highlight the phrasal verbs used in the first cartoon strip. Explain to them that a phrasal verb usually consists of a verb and a preposition. Point out to them that when the two words are put together to form a phrasal verb, the meaning of the verb changes.

**Example:**

- James ran as fast as he could and caught up with Lionel.
  - Stop picking on me!
2. Show the students a short passage on the visualizer projector. Get the students to read the passage. Then, ask them to find the 6 phrasal verbs in the passage. Highlight the phrasal verbs when the students call them out. Then, get the students to explain what each phrasal verb means. Encourage them to use the context of the passage to infer the meaning of the phrasal verbs.
  3. Show the students the word cards next. Get them to read the words after you. Get a student to construct a sentence using each phrasal verb. Then, let the rest of the class infer the meaning of the phrasal verb used in the sentence. If the students are unable to construct sentences using the phrasal verb indicated, construct one yourself. Then, let the students infer the meaning of the phrasal verb in context.
  4. Stick the 2<sup>nd</sup> set of word cards on the whiteboard. Write the heading 'Prefixes' on the whiteboard above the word cards.
  5. Ask the students what they noticed about the words on the word cards.

**Example:**

- Part of the word 'bicycle' is in a different colour.

Point out to the students that the red coloured letters in each word are called prefixes. Explain to the students that prefixes are letters added to the beginning of the words. The prefixes used in the word cards tell the students about the number of things. Point out to the students the word cards 'unicycle' and 'bicycle'. Explain to them the prefixes in the two words.

**Example:**

- unicycle – 'uni-' means one (Therefore, a unicycle has one wheel.)
- bicycle – 'bi-' means two (Therefore, a bicycle has two wheels.)

Ask the students how many wheels a tricycle has. Then, explain to them that the prefix 'tri' means three. Then, get the students to come up with words with prefixes 'uni-', 'bi-' and 'tri-'.

6. Ask the students if they know the word that means 5 babies born to the same mother at the same time. Elicit from the students the word 'quintuplet'. Although this is not learnt in the lesson, it is good for the students to know that 'quin-' means five.

**Example:**

- quintuplet, quintet

7. Describe an octopus to the students and let them guess the sea animal. Then, point out the word card with the word 'octopus' on it. Tell them that the prefix 'octo-' in octopus means something. Let them tell you what it means. Get the students to come up with other words with the prefix 'octo-'.

**Example:**

- octet, octogenarian

8. Draw a circle on the whiteboard and divide it in half. Then, rub away half of the circle and ask the students what they would call half a circle. Ask them to find the word on the word cards on the whiteboard. Elicit from them what the prefix 'semi-' means. Get them to come up with other words with the prefix 'semi-'.

**Example:**

- semifinal, semiconscious, semidetached

9. Ask the students what they would call a country with many races, a flat with many storeys or a picture with many colours. Elicit from them the answers. Then, explain to the students that the prefix 'multi-' means many.

10. Get the students to look at the word cards on the whiteboard again. Recapitulate with them the prefixes of the words and what they mean.

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

1. Put the students into pairs. Tell them each pair has 3 points. They have to try to maintain their points. Give each pair a card that contains either a verb or a preposition. Tell the students that at the sound of your whistle, each pair has to move around to find another pair to make a phrasal verb. This means a pair holding on to a word card with a verb must find a suitable preposition to form a phrasal verb. Once they have made a suitable phrasal verb, both pairs must sit on the floor. Then, check with the class if all of them have made suitable phrasal verbs. Pairs of students who were not able to form phrasal verbs are given a demerit point of 1 point. If all their points are deducted, they are out of the game.
2. Tell the students to turn to **pages 29 – 31 of Learning English Workbook 4**. Review the 'Read and Learn' sections on **page 29**. 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 35** as homework. Read the instructions together with the students. Get them to underline the important words in the instructions that they need to make a note of in their writing. Go through the pictures with them. Next, go through the guiding questions. Then, elicit from them ideas on how to answer them. Write the students' ideas on the whiteboard. Let the students write their own titles for their stories.
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 find out why 'october' is the 10<sup>th</sup> month of the year and not the 8<sup>th</sup> month of the year since 'octo-' means eight. Let them share their findings in class.
2. Encourage the students to read a book every week. Then, let them bring the book to share with the rest of the class. In their sharing, they have to introduce the title of the book, its author, its illustrator, the characters and the plot. They also need to explain why they like or dislike the book.