



## Theme: Being Helpful

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Subject and object pronouns</li> <li>The simple past tense (3)</li> <li>Modals 'should' and 'should not'</li> </ul>	Actions	Answering questions based on a chart and a short passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

1. use the modals 'should' and 'should not',
2. describe and use certain actions associated with being helpful,
3. describe pictures using the helping words to make sentences,
4. write a story based on pictures using helping words.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Word cards (refer to the words in the box on [page 38](#))
3. Picture cards (refer to the pictures on [page 38](#))
4. A sheet of paper with blanks in the sentences for students to fill in 'should' or 'should not'
5. Visualizer projector

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

1. Tell the class that today they need to make some rules in class for themselves and for you, the teacher. Divide the whiteboard into two part. Write 'Rules for Students' and 'Rules for Teacher' in each of the columns. Tell the students that they have to start each sentence with 'Students should ...' when writing their rules.
2. Elicit from the students what they should do while in class.

**Example:**

Students should hand in their work on time.

Write the students' sentences on the whiteboard.

3. Elicit from the students what they should not do while in class.

**Example:**

- Students should not talk loudly in class.

Write the students' sentences on the whiteboard.

### Lesson (20 min)

1. Get the students to help you complete the column for the 'Rules for Teacher'. Ask them to start with sentences using 'The teacher should ...'

**Example:**

- The teacher should remember all the students' names.

Write the students' sentences on the whiteboard. Explain to the students that 'should' is used to tell someone what to do. Do the same with the modal 'should not'. Make sure that the students start the sentences with 'The teacher should not ...' Explain to the students that 'should not' is used to tell someone what not to do.

**Example:**

- The teacher should not be late for her class.
2. Provide a scenario at the shopping centre where a child is lost in the crowd. Ask the students what they should or should not do to help him.

**Example:**

- We should bring him to the information counter in the shopping centre.
  - We should not pretend that we do not see that the boy is lost.
3. Show the students the picture cards. Discuss with the students what they see in each picture card. If they are unable to provide any sentences, ask leading questions so that the students will use the action words pertaining to being helpful.

**Example:**

- What is the girl doing? She is helping an old lady up the stairs.

After eliciting each of the answers shown in the picture cards from the students, stick the word cards, one at a time, on the whiteboard. Get the students to read the words after you.

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

1. Place the sheet of paper with blanks in the sentences for students to fill in ‘should’ or ‘should not’ on the visualizer projector. Elicit the answers from the students. Discuss with them why the modals they have provided to be used in the sentences are correct.
2. Tell the students to turn to **pages 37 – 38 of Learning English Workbook 2**. Review the ‘Read and Learn’ section on **page 37**. 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 40** as homework. Discuss with the students the two pictures shown on **page 40**. Read the words given in the box below the pictures. Explain any words that might be unfamiliar to the students. Elicit 8 – 10 sentences that can be made based on the pictures given from the students. Then, get the students to write a story based on the pictures.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Choose a fairy tale story such as Goldilocks and the Three Bears. Read the story to the students if they are not familiar with the story. Then, get the students to write 3 sentences using ‘should’ that either Goldilocks or the three bears should have done. Write another 3 sentences using the modal ‘should not’ that either Goldilocks or the three bears should not have done. Share their answers with the class during the next lesson.