

Name of activity: Sports Day Adverbs.

Short description: This lesson plan provides the students with listening and reading, as well as grammar and vocabulary practice. It refers to a number of themes from Grade 7 Unit 2, such as past tenses and adverbs. There's also reference to Grade 7 Unit 2.12, as the spelling rules presented here will also apply to present and past participles. It could be used before Unit 2.13 or 2.15, as it talks about traditional games for children as well as sports.

Link to curriculum: Grade 7; Unit 2.13

Difficulty level: Easy

Time: 30 mins

Learning outcomes: by the end of this activity:

- Students will have had listening practice in the context of traditional children games and sports.
- Students will have been introduced to and practised adverbs of manner.
- Students will have been introduced to the rules and practised the spelling for 'ed' and 'ing' endings, which applies to Unit 2.12 (present and past participles).

(Competency 3; Listening; Competency 6; Grammar; Competency 4; Vocabulary)

Option 1

Lesson plan with:

- ✓ Worksheet

Option 2

Lesson plan with:

- ✓ Worksheets to project (data projector)
- ✓ Link to audio or video recording

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material: <http://learnenglishkids.britishcouncil.org/en/spell/the-spelling-sports-day>

Option 1: Worksheet

Preparation	<ol style="list-style-type: none"> 1. Make a copy of Worksheets 2 and 3 for every student in class. Worksheet 1 is not absolutely necessary, but if you can, copy it as well. Make a flashcard of the pictures of the characters. 2. If you are planning to do the role-play at the end, bring some realia (real-life objects) to class to be able to act out the story, for example: paper gold stars for the winners, spoons and eggs (hard-boiled eggs, so there's no mess when the children drop them!), a piece of rope for the tug-of-war, and something imitating 'obstacles' (the ones in the video are not terribly difficult to imitate – a few pieces of cloth and string, or even A3 paper to put on the floor to jump on and over would do the trick). 3. If possible, watch the video at http://learnenglishkids.britishcouncil.org/en/spell/the-spelling-sports-day to familiarise yourself with the characters. However, if you don't have internet access, you should be able to work things out from the tapescript attached.
Stage / Time	Procedure
Introduction 3 mins	<ol style="list-style-type: none"> 1. Tell the students you are going to read a story to them. Introduce the characters – Tess and Ben – schoolchildren, and Sam and Pam – space spies. Show the students the pictures of the characters while introducing them.
Listening 7 mins	<ol style="list-style-type: none"> 1. Tell the students to listen carefully to a story about a sports day at Tess and Ben's school. Ask them to count how many competitions were held. Ask them not to take notes (that would interfere with their listening) but try to understand and follow the story. Read the story to the students. 2. You can now ask some more comprehension questions to elicit how much the students remember, for example: <ul style="list-style-type: none"> - What was the weather like? - What special day was it at school? - What were the 5 competitions? - What colour teams were there? - Which colour team won the tug-of-war? - Which colour team won the three-legged race? - Who got a star?

Vocabulary – Wordsearch 10 mins	<ol style="list-style-type: none"> 1. Tell the students you are going to give them a worksheet with a vocabulary game. Show Worksheet 1 to the students and explain the rules (the students have to find 10 words ending in -ed, -ing, or -ly. The words can be hidden upwards, downwards, or diagonally). Ask the students NOT to unfold the worksheet. Distribute Worksheet 2 (folded). 2. Ask the students to look for the words and then check with their partners. 3. When the students have finished, or can't find all 10 words, ask them to unfold the worksheets, look at the hints and check or try to find the remaining words. 4. Check with the whole class.
Grammar / Vocabulary 10 mins	<ol style="list-style-type: none"> 1. Distribute Worksheet 3. Ask the students to work in pairs and do the exercises with their partners. Monitor and help when needed. 2. Check the answers with the whole class, explaining anything that is not clear. If you have already covered Unit 2.12, highlight the fact that the spelling rules explained on Worksheet 3 also apply to present and past participles.
Variations	<p>Role-play (10 mins)</p> <ol style="list-style-type: none"> 1. Time permitting, arrange the scene of the story in the classroom using realia you brought as well as classroom furniture, and allocate the roles to the students (Tess, Ben, and the other children in the teams; Sam and Pam; spectators; the teacher). 2. Put the speech lines on the board. 3. Read the story again and let the students perform the actions from the story. Point at the appropriate line on the board when the students should speak for the characters. <p>If you haven't got enough time, you don't need to do the role-play, although it could be very enjoyable for the students and a nice way of finishing the lesson. It would also help kinaesthetic and visual learners absorb the language better.</p>

Worksheet 1

The spelling sports day

It was a sunny summer's day. Sam and Pam followed Tess and Ben to the fields. It was sports day at Tess and Ben's school! The children were sitting and chatting, waiting for the races to begin.

First there was a running race. The teacher shouted loudly, "Ready, steady, go!" Some children were running quickly and some children were running slowly.

"Quick."

"Quickly."

"Slow."

"Slowly."

Next was the egg and spoon race. "Walk carefully!" said the teacher. Too late! Ben runs too quickly and his egg falls off. "Oh no!" he said sadly. "I've dropped my egg!"

"Careful."

"Carefully."

"Sad."

"Sadly."

Then it was the obstacle race. The children hopped, skipped and jumped. They were very excited and made lots of noise! "It's time for the tug of war!" the teacher screamed loudly. "The orange team against the green team!"

The orange team pulled and pulled. The green team pulled and pulled. "The orange team are the winners!" smiled the teacher.

The last race was the three-legged race. "We need a white team." Sam and Pam were not hiding very well and the teacher saw them! "You two. Come here!" said the teacher.

"Who, us?" said Sam and Pam surprised. "I think we'll win!" Sam said to Pam quietly.

"Ready, steady, go!"

Did you know that space spies are super at three-legged races? "We're winning!" shouted Pam smiling.

"The white team are the winners!"

The teacher pinned gold stars on all of the children. Everybody got a star, even Sam and Pam!

"Let's have a race to the spaceship!" said Pam.

"I love running, hopping and jumping, and I also love spelling!" says Sam.

"Goodbye super spellers!"

The spelling sports day

L	S	H	O	U	T	E	D	C	I
M	R	U	N	N	I	N	G	H	U
P	T	S	D	Q	G	S	O	A	J
U	H	E	K	U	S	C	Z	T	S
L	O	R	X	I	F	B	W	T	I
L	P	S	M	C	P	T	M	I	T
E	P	C	J	K	I	P	C	N	T
D	E	K	V	L	T	T	E	G	I
V	D	L	R	Y	I	V	E	D	N
Q	U	I	E	T	L	Y	H	D	G

Hints

The opposite of slowly.

L	S	H	O	U	T	E	D	C	I
M	R	U	N	N	I	N	G	H	U
P	T	S	D	Q	G	S	O	A	J
U	H	E	K	U	S	C	Z	T	S
L	O	R	X	I	F	B	W	T	I
L	P	S	M	C	P	T	M	I	T
E	P	C	J	K	I	P	C	N	T
D	E	K	V	L	T	T	E	G	I
V	D	L	R	Y	I	V	E	D	N
Q	U	I	E	T	L	Y	H	D	G

Worksheet 3



Words in English can have different endings.

To make adverbs, we add 'ly':

quick – quickly

To make the past, we add 'ed' or 'd':

shout – shouted

smile – smiled

If the verb ends in one vowel and one consonant, we also double the last letter:

hop – hopped

To make the -ing form, we add 'ing':

shout – shouting

smile – smiling (take away 'e')

If the verb ends in one vowel and one consonant, we also double the last letter:

hop – hopping

4. Write the word!

Add the ending and write the word. Remember the spelling rules!



ly:	ed/d:	ing:
quick – <u>quickly</u>	hop – <u>hopped</u>	smile – <u>smiling</u>
careful – _____	excite – _____	sit – _____
sad – _____	shout – _____	jump – _____
loud – _____	pin – _____	hide – _____

5. Fill it in!

Write the missing words in the sentences. Use words from exercise 4.



- The teacher shouted loudly.
- The children were _____ and chatting.
- "Walk _____!" said the teacher.
- The children were very _____ and made lots of noise.
- Sam and Pam were not _____ very well.
- The teacher _____ gold stars on all of the children.

Answer Key to Worksheet 3

4. Write the word!

Ask your child/children to add the endings to the words. Encourage them to look back at Pam's spelling rules above if necessary. Give praise and help if needed.



quick - <u>quickly</u>	hop - <u>hopped</u>	smile - <u>smiling</u>
careful - <u>carefully</u>	excite - <u>excited</u>	sit - <u>sitting</u>
sad - <u>sadly</u>	shout - <u>shouted</u>	jump - <u>jumping</u>
loud - <u>loudly</u>	pin - <u>pinned</u>	hide - <u>hiding</u>

5. Fill it in!

Help your child/children identify the correct answer from the words in exercise 4. Refer them back to the story or explain the meaning or context of the sentences if necessary. Give lots of praise and encouragement.

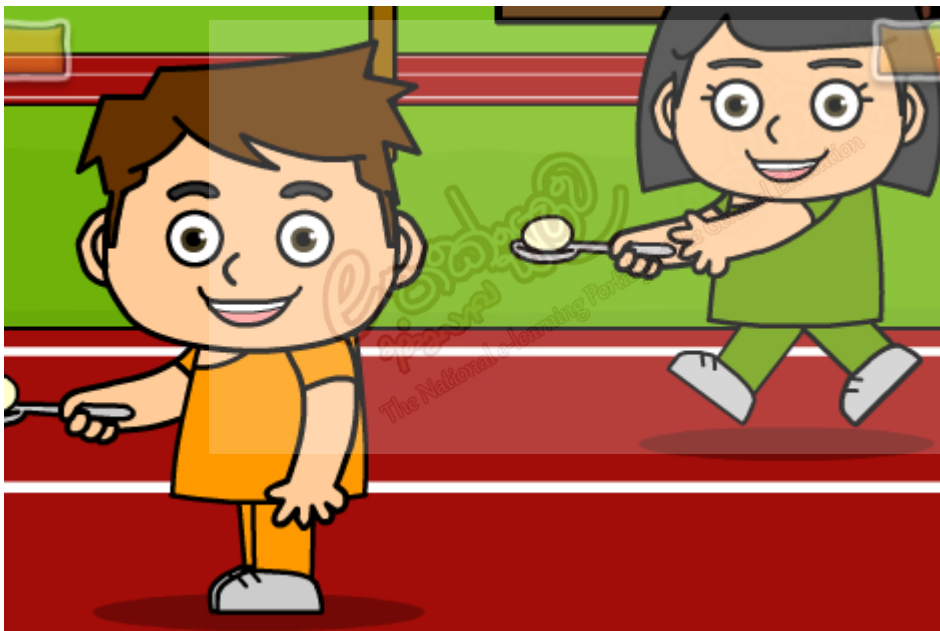
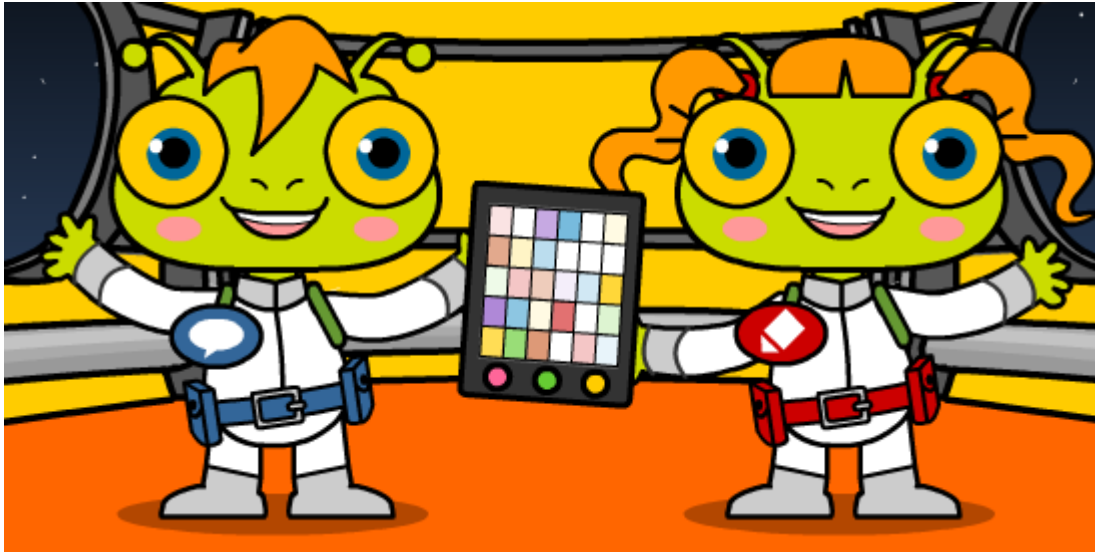


- The teacher shouted loudly.
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Pictures of the characters from the story



Option 2: Data Projector

Preparation	<ol style="list-style-type: none">1. Follow the lesson plan for Option 1, but instead of reading the story to the students, play the video at http://learnenglishkids.britishcouncil.org/en/spell/the-spelling-sports-day and show it on the projector. If you haven't got the audio option, you could still show the video, but you have to read the story at the same time.
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Option 3: Computer Lab

Preparation	<p>Follow the lesson plan for Option 1, introducing the following changes:</p> <ol style="list-style-type: none">1. Instead of reading the story to the students, ask them to watch the video at http://learnenglishkids.britishcouncil.org/en/spell/the-spelling-sports-day.2. Instead of giving out worksheets, guide the students to click on appropriate icons and ask them to do the exercises and activities in pairs.
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