

**Name of activity:** Using Imperatives

**Short description:** students will put the words in the correct order to make a sentence using imperatives

**Link to curriculum:** Grade 7; Unit 5.3

**Difficulty level:** medium

**Time:** 20 minutes

**Learning outcomes:** by the end of this activity:

- Students will have a better understanding of the use of imperatives for instructions and commands

(Competency 6; Grammar)

**Option 1**

Lesson plan with:

- ✓ Worksheet

**Option 2**

Lesson plan with:

- ✓ Worksheets to project (data projector)

**Option 3**

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material:

<http://learnenglishkids.britishcouncil.org/en/grammar-games/imperatives>

## Option 1: Worksheet

<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Decide whether students are completing this activity individually or with a partner.</li> <li>2. Prepare enough copies accordingly – worksheet 1.</li> <li>3. This activity focuses on using imperatives for instructions and commands. It can follow from 5.3.</li> <li>4. Prepare some examples of commands/instructions that use imperatives and some that don't e.g. Can you please shut the door? / Shut the door!; Mix in the melted butter and the eggs / then you have to mix in the melted butter and the eggs</li> </ol>
<b>Stage / Time</b>	<b>Procedure</b>
<b>Introduction</b>  <b>5 min</b>	<ol style="list-style-type: none"> <li>1. Explain to students that they are going to be doing an activity that focuses on imperatives. We use imperatives to give instructions, commands, or orders. Imperatives use the imperative form – ‘the infinitive without ‘to’. Imperatives are more direct and sometimes sound less polite than other sentences.</li> <li>2. Share these examples, and facilitate students to recognise which one is using the imperative, and to identify what some of the differences are:             <ol style="list-style-type: none"> <li>a. Can you please shut the door?</li> <li>b. Shut the door!</li> </ol> </li> <li>3. Ask some CCQs to ensure student understanding:             <ol style="list-style-type: none"> <li>a. Can I choose whether to shut the door?</li> <li>b. Will you be happy or angry if I don't shut the door?</li> </ol> </li> </ol>
<b>Practice 1</b>  <b>10-15 min</b>	<ol style="list-style-type: none"> <li>1. Explain that students will be working individually (or with a partner), to put the words in the correct order so that the sentences make sense. Each sentence uses the imperative.</li> <li>2. There is enough space under each mixed up sentences for students to write it in the correct order.</li> <li>3. Work through number 1 as an example with the whole class.</li> <li>4. As students make a start, monitor the room and take note of any particular sentences that are causing problems</li> <li>5. When students have finished, they can work with another student/pair to check their answers.</li> <li>6. Bring the class back together for feedback.</li> <li>7. Review any issues that you noticed when monitoring the class.</li> </ol>
<b>Variations</b>	<ol style="list-style-type: none"> <li>1. Students who finish early can make their own mixed up sentences using imperatives for others to work out.</li> <li>2. The worksheet could be adapted and become a cut up so students can sort and paste the words into the correct order.</li> </ol>

## Worksheet 1

salt / Pass / please. / me / the

and read / Switch off / a book. / the /TV

Speak / in class / English / please.

Put / to ask / a /question. / your hand up

sweets / eat / at school. / Don't

Make / your / please. / bed

if you / Open / are hot. / the window

you / your teeth / go / Clean / before / to bed

me /a / cake /a / Help / please. / make

don't / in / the / Please / corridor. / run

## Option 2: Data Projector

<p><b>Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Ensure the data projector is ready with worksheet 1.</li> <li>2. Decide how you will allocate students into 2 teams.</li> <li>3. This activity focuses on using imperatives for instructions and commands. It can follow from 5.3.</li> <li>4. Prepare some examples of commands/instructions that use imperatives and some that don't e.g. Can you please shut the door? / Shut the door!; Mix in the melted butter and the eggs / then you have to mix in the melted butter and the eggs</li> </ol>
<p><b>Stage / Time</b></p>	<p style="text-align: center;"><b>Procedure</b></p>
<p><b>Introduction</b>  5 min</p>	<ol style="list-style-type: none"> <li>1. Explain to students that they are going to be doing an activity that focuses on imperatives. We use imperatives to give instructions, commands, or orders. Imperatives use the imperative form – ‘the infinitive without ‘to’’. Imperatives are more direct and sometimes sound less polite than other sentences.</li> <li>2. Share these examples, and facilitate students to recognise which one is using the imperative, and to identify what some of the differences are:             <ol style="list-style-type: none"> <li>a. Can you please shut the door?</li> <li>b. Shut the door!</li> </ol> </li> <li>3. Ask some CCQs to ensure student understanding:             <ol style="list-style-type: none"> <li>a. Can I choose whether to shut the door?</li> <li>b. Will you be happy or angry if I don't shut the door?</li> </ol> </li> </ol>
<p><b>Practice 1</b>  10 – 15 min</p>	<ol style="list-style-type: none"> <li>1. Sort the students into 2 teams. Each team has to have one ‘runner’.</li> <li>2. Explain that they have to work with their teammates to put the words into the correct order so that the sentence makes sense. When they think they have the sentence in the correct order they need to write it on a piece of paper and run up to show the teacher who tells them whether it is correct or whether they need to try again.</li> <li>3. Only one ‘runner’ from each group can take the written sentence to the teacher, and they can only take one sentence at a time.</li> <li>4. The team that gets all the sentences into the correct order first wins.</li> <li>5. Project worksheet 1, and work through number 1 as an example with the whole class.</li> <li>6. As students make a start, monitor the teams and their responses, taking note of any particular sentences/words that are causing problems.</li> </ol>

	<ol style="list-style-type: none"><li>7. Bring the class back together for feedback.</li><li>8. Review any issues that you noticed during the activity.</li></ol>
<b>Variations</b>	<ol style="list-style-type: none"><li>1. The procedure above could be done with 3 or 4 teams, depending on the size of the class.</li><li>2. The teams take turns to come up to the interactive white board and re-write a sentence into the correct order. Each team takes a turn to do one sentence. The team with the most correct sentences wins.</li></ol>

### Option 3: Computer Lab

<p><b>Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Ensure all computers are ready with the link: <a href="http://learnenglishkids.britishcouncil.org/en/grammar-games/imperatives">http://learnenglishkids.britishcouncil.org/en/grammar-games/imperatives</a></li> <li>2. For this activity students will work on the 1<sup>st</sup> game.</li> <li>3. Will students be working individually or with a partner?</li> <li>4. This activity focuses on using imperatives for instructions and commands. It can follow from 5.3.</li> <li>5. Prepare some examples of commands/instructions that use imperatives and some that don't e.g. Can you please shut the door? / Shut the door!; Mix in the melted butter and the eggs / then you have to mix in the melted butter and the eggs</li> </ol>
<p><b>Stage / Time</b></p>	<p><b>Procedure</b></p>
<p><b>Introduction</b>  5 min</p>	<ol style="list-style-type: none"> <li>1. Explain to students that they are going to be doing an activity that focuses on imperatives. We use imperatives to give instructions, commands, or orders. Imperatives use the imperative form – ‘the infinitive without ‘to’’. Imperatives are more direct and sometimes sound less polite than other sentences.</li> <li>2. Share these examples, and facilitate students to recognise which one is using the imperative, and to identify what some of the differences are:             <ol style="list-style-type: none"> <li>a. Can you please shut the door?</li> <li>b. Shut the door!</li> </ol> </li> <li>3. Ask some CCQs to ensure student understanding:             <ol style="list-style-type: none"> <li>a. Can I choose whether to shut the door?</li> <li>b. Will you be happy or angry if I don't shut the door?</li> </ol> </li> </ol>
<p><b>Practice 1</b>  10 – 15 min</p>	<ol style="list-style-type: none"> <li>1. Ensure all students have the correct link ready on the computer</li> <li>2. Explain that they will be working through the activity, trying to put the words in the correct order for the sentence to make sense.</li> <li>3. They can check after each sentence, or they can wait until the end and check all of them.</li> <li>4. Have all students look at number 1 and work through this example together.</li> <li>5. As students make a start, monitor the room and take note of any particular sentences that are causing problems.</li> <li>6. Students who finish early can try again to improve their score.</li> <li>7. When the majority of students have finished, bring the class back together for feedback.</li> <li>8. Review any issues that you noticed when monitoring the class.</li> </ol>