

Year 5
Lesson 85

Please work quickly.

Vocabulary

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|-------------|--------------------|-----------------|--|------------------|--|
| Aims | Describing actions | Contents | <p>Grammar Adverbs of manner and actions</p> <p>Vocabulary <i>quickly, quietly, loudly, slowly,</i> <i>skate</i> v (skates noun and skater introduced in earlier units) <i>skip,</i> Revise <i>sing, dance, walk</i></p> | Checklist | <p>2 master handouts –</p> <p>2 individual / pair work activities: sentence completion and work with adverbs</p> |
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Language Analysis

Grammar: Adverb modifies (describes) verb by giving the following information:

1. How the action occurs, intensity of the action – adverbs of manner
2. Where the action occurs – adverbs of place: *here, there, near, somewhere, outside.*
3. How many times action occur – adverbs of frequency: *sometimes, often, seldom.*
4. When the action occurs – adverbs of time *now, then, soon, tomorrow, yesterday, today.*

Adverbs of manner tell us how the action occurs, e.g.

She speaks loudly. He was driving slowly.

She answered correctly. They skip quickly.

Children, listen to me carefully.

We form adverbs of manner adding *-ly* to an adjective: safe - safely, quiet – quietly

If the adjective ends in *-y*, we change *-y* to *-i*, then we add *-ly*: *happy – happily*

If the adjective ends in *-le*, the adverb ends in *-ly* e.g. *terrible – terribly*

There are also irregular forms :

good – well

fast – fast

hard – hard

Procedure

Warm-up Off the screens

Simon says – vocabulary revision: verbs

1. Ask students to come to the front and stand in a semicircle.
2. Explain that you will give students the instructions which they should follow only if you start the command with *Simon says*. Each instruction will include a preposition. Students who follow instructions that are not preceded by the Simon says phrase, or who fail to follow an instruction that includes the phrase are out.

Examples of instructions:

Simon says: jump

Simon says: skip, run, walk

Simon says: dance.

Simon says: sing.

3. Next, nominate students to give two instructions each.
4. Continue until every student has completed the task.

Screen 2

Mrs Fish: *Good morning class. Mr Hill can't come to school today. He's got a cold. I am your teacher today.*

Kids: *Good morning, Mrs Fish.*

Mrs Fish: *It's time for our maths lesson. Open your books on page 20 and answer questions 7 and 8. Children, you are working very slowly. Please work quickly.*

Kids: *Yes, Mrs Fish.*

Mrs Fish: *Children, you are talking very loudly. You must talk quietly.*

Kids: *Yes, Mrs Fish.*

Mrs Fish: *Alex! Tell us the answer to question 7. Alex: Er ..., The answer is ... er ...*

Mrs Fish: *Alex, speak loudly. We can't hear you.*

Alex: *Sorry, Mrs Fish. The answer is 17.*

Mrs Fish: *That's not correct. Lucy, do you know? Give us the answer quickly. Speak loudly!*

Lucy: *The answer is 18.*

Mrs Fish: *Good. Well done, Lucy. Any questions? Yes, Sam?*

Sam: *Can we please go outside now?*



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

Screen 3

Mrs Fish: *Good morning class. Mr Hill can't come to school today. He's got a cold. I am your Mrs Fish today.*

Kids: *Good morning, Mrs Fish.*

Mrs Fish: *It's time for our maths lesson. Open your books on page 20 and answer questions 7 and 8. Children, you are working very slowly. Please work quickly.*

Kids: *Yes, Mrs Fish.*

Mrs Fish: *Children, you are talking very loudly. You must talk quietly.*

Kids: *Yes, Mrs Fish.*

Mrs Fish: *Alex! Tell us the answer to question 7.*

Alex: *Er ..., The answer is ... er ...*

Mrs Fish: *Alex, speak loudly. We can't hear you.*

Alex: *Sorry, Mrs Fish. The answer is 17.*

Mrs Fish: *That's not correct. Lucy, do you know? Give us the answer quickly. Speak loudly!*

Lucy: *The answer is 18.*

Mrs Fish: *Good. Well done, Lucy. Any questions? Yes, Sam?*

Sam: *Can we please go outside now?*

Key:

1 he's got a cold **2** maths **3** slowly
4 quickly **5** quietly **6** loudly



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Listen and choose.

Mr Hill can't come to school because [dropdown].

The children have a [dropdown] lesson.

The children work [dropdown].

They must work [dropdown].

Alex gives the answer [dropdown].

Lucy gives the answer [dropdown].

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Screen 4

Audio 1:

Kim: Sam, do you go skating in the winter?

Sam: Sometimes. I can't skate very well. I skate very slowly.

Audio 2:

Alex: Lucy, can you sing a song for the class?

Lucy: Yes, I can. I'm a good singer. I sing loudly.

Audio 3:

Sam: Anna, do you like to go dancing?

Anna: Yes, I do. I'm a good dancer. I dance quickly.

Audio 4:

Mr Hill: Kim, can you take this book to the library?

Kim: Yes, but I must walk slowly. My foot hurts.

Audio 5:

Mr Hill: Alex, can you read the story for us?

Alex: Yes, but I must talk quietly. I've got a cold.

Audio 6:

Alex: Jill, can you skip?

Jill: Yes, I can. Skipping is fun. I skip quickly.

Audio 7:

Lucy: Look, Mr Hill. It's snowing.

Mr Hill: Yes. It's winter. I must drive slowly.

Key:

1 slowly 2 loudly 3 quickly

4 slowly 5 quietly 6 quickly 7 slowly



85 Please, work quickly. 4/7

Listen and choose.

Sam skates very quickly / slowly .

Lucy sings loudly / quietly .

Anna dances quickly / slowly .

Kim walks quickly / slowly .

Alex talks loudly / quietly .

Jill skips quickly / slowly .

Mr Hill drives quickly / slowly .

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Additional activity – Handout 1

1. I skate very _____. What about you?
2. I sing _____. What about you?
3. I dance _____. What about you?
4. I walk _____. What about you?
5. I talk _____. What about you?
6. I ride a bike _____. What about you?
7. I play basketball _____. What about you?
8. I swim _____. What about you?

1. Give out Handout 1 and ask students to complete the sentences so they are true for them.
2. Ask students to work in pairs and talk to find out about how their partners do the activities.
3. Nominate students to report back what they have found out.

Screen 6



Give students these instructions for the Memory game. The aim of the game is to make pairs.

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair.
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and words are.
5. Choose two more cards to make a pair.

6. Continue until you have matched all the pairs.

Now it's your turn:

1. Ask students to work in pairs and use the adverbs to make new sentences based on prompts or pictures they will draw themselves.
2. Ask students to draw a picture, e.g. an elephant walking and then describe it to their partner who has to draw what they have heard.
3. Ask students to compare their drawings and swap roles.
4. Circulate and choose a few drawings to demonstrate to the class.

Additional activity – [Handout 2](#) – needs to be cut out

| | |
|--------------------------|-------------------------|
| Something you do quickly | Something you do loudly |
| Something you do quietly | Something you do well |
| Something you do slowly | |

5. Give out slips of paper (Handout 3) and ask students to place them face down on the desks and pick one out.
6. Ask students to talk about activities they do slowly/ quietly/ loudly, etc in turn.

Handout 1

1. I skate very _____. What about you?
2. I sing _____. What about you?
3. I dance _____. What about you?
4. I walk _____. What about you?
5. I talk _____. What about you?
6. I ride a bike _____. What about you?
7. I play basketball _____. What about you?
8. I swim _____. What about you?

Handout 2

| | |
|--------------------------|-------------------------|
| Something you do quickly | Something you do loudly |
| Something you do quietly | Something you do well |
| Something you do slowly | |