

*TEACHERS: This is a 2 part lesson, so we will not do all the vocabulary in one day. They will learn some of the vocabulary as they fit into sentence patterns. Because they are organized by sentence pattern, they may not be in correct number order. They will need to search for the given words.*

**REVIEW: Read this story. This is a summary of the story you read last lesson. Tell what the story means. (Teachers ask them to tell the meaning of the underlined words.)**

Grace is a nurse. She works in a big hospital. The hospital is downtown. Mr. Jones is an old man. He is 94 years old. He has a broken hip. Mr. Jones asks Grace, "Are you married?" Grace is single. Grace is young. She is 29 years old. Mr. Jones says, "Grace, you are too old for me!"

Why is this story funny?

**Sentence Pattern: Subject + To Be Verb + Adjective**

An adjective describes a condition. For example: I am happy. I am sad. I am old. I am young.

Look at OPD page 16. Find the words **hurt, injured, unconscious**. (Teachers act out meaning.) Say these sentences together. Underline the adjective.

I am <u>hurt</u> .	You are hurt.	He/She is hurt.	We are hurt.	They are hurt.
I am <u>injured</u> .	You are injured.	He/She is injured.	We are injured.	They are injured.
I am <u>unconscious</u> .	You are unconscious.	He/She is unconscious.	We are unconscious.	They are unconscious.

**Put these same sentences in question form. The first one on each row is done for you.**

Are you hurt?	Is he/she hurt?
Are you injured?	
Are you unconscious?	

**Look at A and B. Read these sentences together. Fill in the missing letters.**

A car hit a tree. Two people are h\_\_\_\_\_. An amb\_\_\_\_\_ comes. A para\_\_\_\_\_ comes. One person is un\_\_\_\_\_. One person is in \_\_\_\_\_.

**Sentence Pattern: Present continuous verb ( Subject + is/am/are + ing form of verb). For example: I am working**

Find these pictures in your book: **drown, choke, bleed, fall.** (Teachers act out meaning.)

**Read these sentences together. Underline the present continuous verb.**

I <u>am drowning</u> .	You are drowning.	He/She is drowning.	We are drowning.	They are drowning.
I am choking.	You are choking	He/She is choking.	We are choking.	They are choking.
I am bleeding.	You are bleeding.	He/She is bleeding.	We are bleeding.	They are bleeding.
I am falling.	You are falling.	He/She is falling.	We are falling.	They are falling.

**Put these sentences in question form. Follow the same pattern as the first line.**

Are you drowning?	Is he/she drowning?	Are they drowning?
Are you choking?	Is he/she _____?	Are they _____?
Are you bleeding?		
Are you falling?		

**Read these conversations. (Teachers: Have several pairs read the conversations. When they have read it once, switch roles and read it again. Encourage them to say them with expression. If they don't know some of the expressions, act them out. )**

A: A lady is lying in the street. B: Is she unconscious? A: Yes, she is unconscious. Please come help. B: I am coming to help. I am calling an ambulance now.	A: Help! I can't swim. I am drowning. B: I am calling the lifeguard.
A: Are you choking? B: Yes, I am choking. Please help me.	A: The ladder is tall. Be careful. B: I am always careful. A: You are falling! B: Please catch me.
A: Your shirt is red. Are you bleeding. B: Yes. I hurt my arm. It is bleeding.	A: The child is choking on the meat. B: Take the meat out of his mouth.

Point to the man who cut his hand. He is \_\_\_\_\_.

Point to the child in the pool. He is \_\_\_\_\_.

Point to the woman eating. She is \_\_\_\_\_.