### How many times have you played tennis?

<table>
<thead>
<tr>
<th></th>
<th>Ann</th>
<th>Jenny</th>
<th>Max</th>
<th>Mary</th>
<th>Sam</th>
<th>Bill</th>
<th>Sandi</th>
<th>Chuck</th>
<th>Dave</th>
<th>Sally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last week</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. where</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>park</td>
<td>park</td>
<td>park</td>
<td>park</td>
<td>park</td>
</tr>
<tr>
<td>2. how many times</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>This week</strong></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>3. where</td>
<td>park</td>
<td>school</td>
<td>park</td>
<td>school</td>
<td>park</td>
<td>school</td>
<td>park</td>
<td>school</td>
<td>school</td>
<td>park</td>
</tr>
<tr>
<td>4. how many times</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Where did you play tennis last week? I played tennis at school/ in the park.
2. How many times did you play tennis last week? I played tennis ____ times.
3. Where have you played tennis this week? I have played tennis at school/ in the park.
4. How many times have you played tennis this week? I have played tennis ____ times.

### Points

<table>
<thead>
<tr>
<th>My hobby</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Hobby</td>
</tr>
<tr>
<td>Last week</td>
<td></td>
</tr>
<tr>
<td>This week (p)</td>
<td></td>
</tr>
<tr>
<td>This week (f)</td>
<td></td>
</tr>
</tbody>
</table>

This week (p) - present perfect - “I have -”
This week (f) - future - “I will -”

### Listening #1: My friend’s hobby

<table>
<thead>
<tr>
<th>Name</th>
<th>Hobby</th>
<th>Last week</th>
<th>This week (p)</th>
<th>This week (f)</th>
</tr>
</thead>
</table>

### Listening #2: My friend’s friend

<table>
<thead>
<tr>
<th>Name</th>
<th>Hobby</th>
<th>Last week</th>
<th>This week (p)</th>
<th>This week (f)</th>
</tr>
</thead>
</table>

Grade 3 #2

Name: ____________________________  Class __________
<table>
<thead>
<tr>
<th></th>
<th>Last week</th>
<th>This week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. where</td>
<td>2. how many times</td>
</tr>
<tr>
<td>Sally</td>
<td>school</td>
<td>2 2 4 4 4 2 2</td>
</tr>
<tr>
<td>Dave</td>
<td>park</td>
<td></td>
</tr>
<tr>
<td>Chuck</td>
<td>park</td>
<td></td>
</tr>
<tr>
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<td>school</td>
<td></td>
</tr>
<tr>
<td>Bill</td>
<td>park</td>
<td></td>
</tr>
<tr>
<td>Sam</td>
<td>school</td>
<td>2 3 3 2 2 3</td>
</tr>
<tr>
<td>Max</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>Mary</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>Jenny</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>Ann</td>
<td>school</td>
<td></td>
</tr>
</tbody>
</table>

1. Where did you play tennis last week? ____________
2. How many times did you play tennis last week? ________
3. Where have you played tennis this week? ____________
4. How many times have you played tennis this week? ________

Points: ________
<table>
<thead>
<tr>
<th>Sam</th>
<th>Bill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann</td>
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<td>Dave</td>
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</table>
Grade 3 lesson #2

Grammar and Vocabulary: I played tennis – I have played tennis.

Functional Aims: Analysis 3 – To order sentences based on timelines

Materials: Worksheet (1 per student); A3 game sheet x 1 for demo; names in envelope

Warm up

Quiz game: 1: What did you play, last week? 2: What have you played this week?

- **Goal:** group leaders write the answer on the board then line up at the side of the room.
- **Points** – 3 points for perfect (2 and 1) and bonus points for fastest people with perfect answers.
  - Fastest get 3 bonus points, second ...2, third... 1. Write the points in their square.
- **Prepare**
  - Divide class into 4 person groups...some groups of 3 are okay. The class will resemble a tic-tac-toe shape
  - Draw up the board to resemble the shape of the class - i.e. a big tic-tac-toe shape. Each square will be for one group. Take up the whole board to give room for students.
  - Number the groups and write the numbers on each square. Make sure the students know their square to write their answers.

Lesson

Three hint game

- Give out worksheet
- Explain grammar - use one friend as an example
- Drill all names and options for 2 or 3 names
- Drill questions and answers
- DEMO - remember: ask 3 questions NOT ask 4 questions
  - Make 4-person groups - Play 1 or 2 rounds.
- NOTE: while the game is being played, on the blackboard draw up a table that resembles the interview on the worksheet. This is the next stage of the lesson.

My Hobby

- DEMO on board.
  - Fill in table on the board.
  - Get students to do the same on their worksheet.
  - Write sentences related to the table.
    - I'm (name)
    - I (hobby)
    - Last week I (hobby) ____ times.
    - This week I have (hobby) ____ times.
    - This week I will (hobby) ______ times.
    - PLUS teach “I didn’t - ” “I haven’t - ” “I won’t - ”

My Friend’s hobby

- Tell your friend about your hobby. Use full sentences and try no reading.
- Listen to 2 friends and write memos of their hobbies.

My friend’s friend

- Tell someone about your friend’s hobby. Change “have” to “has”
Quiz game

- **Goal:** group leaders write the answer on the board then line up at the side of the room.
- **Points** - 3 points for perfect (2 and 1) and bonus points for fastest people with perfect answers. Fastest get 3 bonus points, second...2, third...1. Write the points in their square.

**METHOD**
- Divide class into 4 person groups...some groups of 3 are okay. The class will resemble a tic-tac-toe shape
- Draw up the board to resemble the shape of the class - i.e. a big tic-tac-toe shape. Each square will be for one group. Take up the whole board to give room for students.
- Number the groups and write the numbers on each square. Make sure the students know their square to write their answers.
- **IF using 4 questions**, then number each student in each group so each student can be group leader and write on the board. No one can do this twice except for 3 people groups.
- **IF using less than 4 questions**, then groups janken for group leader (rock scissors paper 1 2 3). No one can do this twice.
- Ask #1 to stand up (this is the group leader). Ask your question.
- Group leader consults the group, writes the answer on the board then lines up at the side of the room.
- Teacher gives points and writes in the appropriate square.
- Ask student #2 to stand up.
- REPEAT till all questions are asked.
Three-hint guess game

**GOAL:** In groups, student asks for 3 questions and the other members answer. Then guess the friend.

**POINTS:** One point per correct answer.

**GAME METHOD**
- 4 people groups
- Student #1 closes eyes while others in group choose a friend
- Students #1 opens eyes and asks a question
- Other members answer
- Continue for 2 more questions. That is, students do NOT ask 4 questions.
- After 3 questions, student #1 guesses the friend.
- Continue so each person in the group has a turn of being the question maker.

**Introduce the activity**
- Give 1 x worksheet per student and place A3 copy on the board.
- Drill the names of friends in the game.
- Introduce the different questions and answers.
- Explain grammar. Use the first friend as an example.
- To show the different types of answer refer to 2 or 3 friends.
- **DEMO version #1 – If there is another teacher in the room**
  - Teacher 1 (LAT) walks out of the room
  - Teacher 2 (JTE) selects a friend and writes the name on the board so the whole class knows the answer then erases the word.
  - Teacher 1 comes back into the room and asks 3 questions. The students answer.
  - From the information, Teacher 1 guesses the answer.
  - Make it obvious that at times you may have to choose between 2 friends. Use the word ‘mentalism’ and look at the students’ faces closely to show you have to guess the answer. The word ‘mentalism’ is a word used in philosophy/psychology but isn’t usually used in English conversation. It is known in Japan as reading minds and, so, gives the students the idea of guessing.
  - You may have to play a couple of time to get the situation of guessing between 2 friends… OR…try peeking in the room (through the door window) without the students seeing and see what the teacher is writing. (Or try for volunteers)
- **DEMO version #2 – if there is no other teacher in the room**
  - Have names in an envelope. Draw out a name (do not look at it) and show the class
  - Teacher asks 3 questions and the students answer. Teacher guesses the name.
  - Follow similar instructions as above