



Lesson Plan For Unit 4 (Part 1)

45 min

Theme: Great Expeditions

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Subordinate clauses Pronouns and possessive adjectives 	<ul style="list-style-type: none"> Compound nouns Clipped words Blended words Borrowed words 	Answering questions based on a passage	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

- use subordinate clauses to provide more information,
- answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 5
- Picture cards of 3 famous explorers
- Video of 'In Memory of Sir Edmund Hillary'
- Red and blue/black markers
- Strips of papers with a main clause or a subordinate clause written on each of them (Ensure that each main clause can fit into a subordinate clause to make a complete and reasonable sentence.)
- Short passage with blanks for the students to write the subordinate clauses

Introduction / Warm-up Activity (10 min)

- Show the students the 3 picture cards of the famous explorers. Get the students to guess who they are and what they know about them.

Example:

- Marco Polo, Zheng He, Sir Edmund Hillary
- Tell the students that they are going to watch 'In Memory of Sir Edmund Hillary', one of the explorers whom they have named from the picture cards. After watching the video, recapitulate with the students how Sir Edmund Hillary and the Sherpa mountaineer, Tenzing Nargay, climbed the mountain and ordeals they probably went through.

Lesson (20 min)

- Provide the students with 3 main clauses about Sir Edmund Hillary based on what they have seen on the video. Write the main clauses on the whiteboard.

Example:

- Sir Edmund Hillary stuck his alpenstock into the ice.
- Sir Edmund Hillary smiled broadly.
- He could not climb the steep slope quickly.

Explain to the students that a main clause can stand on its own because it has a complete thought.

- Using a different colour marker, write the subordinate clauses for the main clauses.

Example:

- Sir Edmund Hillary stuck his alpenstock into the ice wherever he could find stable grounds.
- Sir Edmund Hillary smiled broadly after reaching the summit.
- He could not climb the steep slope quickly like a mountain goat would.

Point out to the students that subordinate clauses do not express a complete thought.

- Use the first example to show the students that the subordinate clause can provide information about where something happens. Tell the students that such subordinate clauses start with 'where' or 'wherever' to show this.

Example:

- Sir Edmund Hillary stuck his alpenstock into the ice wherever he could find stable grounds. Provide the students with a few more sentences containing subordinate clauses using 'where' or 'wherever' and write them on the whiteboard. Then, get them to construct some sentences themselves.

- Use the second example to show the students that the subordinate clause can provide information about when something happens. Tell the students that such subordinate clauses start with 'when', 'whenever', 'after' or 'while' to show this.

Example:

- Sir Edmund Hillary smiled broadly after reaching the summit. Provide the students with a few more sentences containing subordinate clauses using 'when', 'whenever', 'after' or 'while' and write them on the whiteboard. Then, get them to construct some sentences themselves.

- Use the third example to show the students that the subordinate clause can provide information about how something happens. Tell the students that such subordinate clauses start with 'as', 'as if', 'as though' or 'like' to show this.

Example:

- He could not climb the steep slope quickly like a mountain goat would. Provide the students a few more sentences using subordinate clauses using 'as', 'as if', 'as though' or 'like' and write them on the whiteboard. Then, get them to construct some sentences themselves.

Additional Activities / Closure (15 min)

- Pair up the students. Give out 8 main clauses and 8 subordinate clauses to each pair of students. They have to match each main clause to a subordinate clause to make a reasonable sentence. After that, discuss with the students as a class if the sentences are reasonable. Have the students identify each of the subordinate clauses and say if they provide information about where, when or how something happens.
- Tell the students to turn to **pages 35 – 36 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **pages 35 – 36**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 40 – 43** as homework. Read the passage together with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least three questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Put the students into groups. Give each group a short passage about an expedition of a famous explorer. Ensure that some of the subordinate clauses are missing from the main clauses in the passage. The students have to fill in the blanks with their own subordinate clauses. You may want to help the students by giving them the helping words 'where', 'whenever', 'as', etc. for each of the main clauses so that the students are able to have an idea on how to construct the subordinate clauses. Discuss the passage with the students during the next lesson and get each group to present their work to their classmates.