



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

1. identify and use subject pronouns 'I', 'you', 'he', 'she', 'it', 'we' and 'they',
2. identify and use object pronouns 'me', 'you', 'him', 'her', 'it', 'us' and 'them',
3. identify and use possessive adjectives 'my', 'your', 'his', 'her', 'its', 'our' and 'their',
4. use compound nouns, clipped words, blended words and borrowed words in their vocabulary,
5. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. 1st set of word cards showing compound words (Ensure that the compound words are broken up such that each card contains half of the original compound word.)
3. Blu tack
4. 2nd set of word cards showing clipped words (Ensure that on one side of the word card is written the shortened word and on the other side of the card is written the longer word.)
5. Blu tack
6. 3 bags labelled 'Subject and Object pronouns', 'Possessive adjectives' and 'Vocabulary'
7. A complete set of word cards for subject and object pronouns to be placed in one bag
8. A complete set of word cards for possessive adjectives to be placed in one bag
9. A complete set of word cards for nouns, clipped words, blended words and borrowed words to be placed in one bag

Introduction / Warm-up Activity (10 min)

1. Stick all the word cards from the 1st set on the whiteboard. Tell the students that they have to find and put two word cards together to make a new word. Show how it is done by giving them an example.

Example:

- white + board = whiteboard

Call on the students to volunteer to come up and pair the word cards on the whiteboard.

2. At the end of the activity, tell the students that the new words are called compound words. Write the word 'Compound words' on the whiteboard.

Lesson (20 min)

1. Next, get ready the 2nd set of word cards showing clipwords. Show them the side of each card with the longer word. Then, get them to shorten the word.

Example:

- refrigerator = fridge

Reveal the shortened word to the students after they have guessed it by flipping the word card to show its other side. Tell the students that the new words are called clipwords. Write the word 'Clipwords' on the whiteboard.

2. Next, write the words 'Blended words' on the whiteboard. Tell the students that blended words are formed when two words are joined. Give the students an example of a blended word.

Example:

- breakfast + lunch = brunch

Ask the students if they know what 'tunch' is. Get them to guess what two words make up 'tunch'. Get the students to think of other blended words and write them on the whiteboard.

3. Lastly, write the words 'Borrowed words' on the whiteboard. Tell the students that borrowed words have been taken from another language. Give the students an example of a borrowed word.

Example:

- faux pas = a false or wrong step (French origin)
- déjà vu = a feeling of having experienced the present situation (French origin)

Get the students to think of other borrowed words and write them on the whiteboard.

4. Using the vocabulary written on the whiteboard, get the students to construct sentences with them.

Example:

- I had brunch with my parents yesterday.
- She has just bought a fridge for her tenant.

5. Point out and circle in red the subject pronouns 'I' and 'She' in the sentences given in the sentences they constructed.

Example:

- I had brunch with my parents yesterday.
- She has just bought a fridge for her tenant.

Explain to the students a subject pronoun does the action in the sentence. Elicit from them the actions done by the subject pronouns in the examples. Write down the other subject pronouns 'I', 'you', 'he', 'she', 'it', 'we' and 'they' and let the students construct sentences with them.

6. If the sentences constructed by the students as examples do not have any object pronouns, write two sentences on the whiteboard showing how object pronouns are being used.

Example:

- I was telling him to avoid going out to sea in the rain.
- You are letting her go too easily.

7. Point out to the students that 'him' and 'her' are object pronouns. Explain to them that object pronouns receive the action in a sentence. Elicit from them the actions received by the object pronouns in the examples. Write down the other object pronouns 'me', 'you', 'him', 'her', 'it', 'us' and 'them' and let the students construct sentences with them.

8. Finally, bring to their attention what possessive adjectives are. Underline the possessive adjectives 'my' and 'her' in the sentences shown in the earlier examples.

Example:

- I had brunch with my parents yesterday.
- She has just bought a fridge for her tenant.

Explain to the students that a possessive adjective is used to show who or what something belongs to. Highlight to the students that a noun always follows after a possessive adjective. Let the students construct sentences using possessive adjectives.

Additional Activities / Closure (15 min)

1. Put the students into groups. Give each group of students three bags labelled 'Subject and Object pronouns', 'Possessive adjectives' and 'Vocabulary'. Get the students to pick a word card from each of the three bags. With the word cards, the students have to construct a sentence using all the three words that they have picked. Get them to stick the word cards on a piece of paper and then, write the sentence down below them. Get the students to pick the word cards from the bags at least 4 times so that at the end of the activity, they have made four sentences. Then, share the words they have picked and the sentences they have made with the rest of the class.
2. Tell the students to turn to **pages 37 – 40 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 37 and page 38**. 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 **page 44** as homework. Go through the pictures and the guiding questions. Elicit ideas from the students on how to go about writing their story. Remind the students that do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to form groups to talk about an expedition such as going to the North Pole or Mount Everest. Get them to discuss about the things they need to prepare prior to taking on such an expedition. Get them to write an interesting one-day journal entry about what they went through on the expedition. Get the students to use Powerpoint or Word document to type out their journal entry and have pictures or cliparts to spice up their writing. Encourage the groups to share their story with the class.