



## Theme: The Wonders of Nature

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• Adjectives – Demonstrative adjectives</li> <li>– Possessive adjectives – Adjectives of quality</li> <li>– Adjectives of quantity or number</li> <li>– Classifying adjectives</li> <li>• Adjectival phrases • Relative pronouns</li> </ul>	Language for providing information	Answering questions based on a passage	Writing a story based on pictures using guiding questions

### Lesson Objectives

Students are able to

1. review possessive adjectives,
2. use demonstrative adjectives ‘this’, ‘that’, ‘these’ and ‘those’,
3. use adjectives of quantity or number.
4. use adjectives of quality,
5. use classifying adjectives,
6. answer questions based on a passage.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 5
2. 1<sup>st</sup> set of powerpoint slides showing demonstrative adjectives ‘this’, ‘that’, ‘these’ and ‘those’
3. 2<sup>nd</sup> set of powerpoint slides showing adjectives of quantity or number
4. 3<sup>rd</sup> set of powerpoint slides showing classifying adjectives
5. 4<sup>th</sup> set of powerpoint slides showing adjectives of quality in a story format

### Introduction / Warm-up Activity (10 min)

1. Show the students a picture of the botanic gardens. Ask them if they have ever been to the botanic gardens. Elicit from them what they can see and do at the botanic gardens.
2. Next, show the students the 1<sup>st</sup> set of powerpoint slides, one at a time. Tell them that the following slides show them some things that they can find at the botanic gardens. Get the students to talk about the pictures shown on the slides using ‘this’, ‘that’, ‘these’ and ‘those’. Ensure that the same objects are used for a series shown in the slides.

**Example:**

- This is a rose. / That is a rose. / These are roses. / Those are roses.

### Lesson (20 min)

1. You may want to elicit from the students when each of the demonstrative adjectives is used. If they are unable to, explain to them that ‘this’ and ‘that’ are used to refer to a noun that is singular whereas ‘these’ and ‘those’ are used to refer to a noun that is plural. Also, explain to the students that ‘this’ and ‘these’ are used to refer to a noun that is near to the speaker whereas ‘that’ and ‘those’ are used to refer to a noun that is far from the speaker. Highlight to the students that the noun follows after the demonstrative adjective. Then, get the students to construct sentences using the demonstrative adjectives. Encourage them to use the objects found in the classroom to show how demonstrative adjectives are used.

- Next, show the students the 2<sup>nd</sup> set of powerpoint slides. Get the students to study and read the sentence about the picture shown on each slide. Make sure that the sentence on each slide contains an adjective of quantity or number.

**Example:**

- There are some flowers growing by the river.
- Come and drink a little water from the stream.

- Write the words 'Adjectives of quantity or number' on the whiteboard. Tell the students that they have to identify the adjectives of quantity or number in the sentences when you show them the slides again. Explain to them that adjectives of quantity or number tell them the number or amount of a noun. Give them a few examples by writing them on the whiteboard.

**Example:**

- many apples, all the bees, three beetles

- Review the 2<sup>nd</sup> set of powerpoint slides. Get the students to point out to you the adjectives of quantity or number in the sentences. Circle or highlight the adjectives of quantity or number in the powerpoint. After going through all the slides, recapitulate with the students those which they have found in the sentences. Write them on the whiteboard under the heading 'Adjectives of quantity or number'. Elicit from the students any other adjectives of quantity or numbers that they know but were not found in the powerpoint slides.
- Show the students the 3<sup>rd</sup> set of powerpoint slides, one at a time. Elicit from the students the classifying adjective to be placed before the noun on each slide.

**Example:**

- freshwater fish, flowering plants, musical instruments

Write the words 'Classifying adjectives' on the whiteboard. Explain to the students that classifying adjectives put nouns into different groups or categories. Get the students to think of other classifying adjectives and write their responses on the whiteboard.

- Show the students the 4<sup>th</sup> set of powerpoint slides which is in the form of a short story. After reading the story, highlight to the students that adjectives of quality are used in the story to tell them about the features of the nouns. Explain to them that colour, age, size, shape, material and origin of the noun are some of the features described. Go through the story again, this time, pointing out to the students and underlining the adjectives of quality as you read the sentences.

**Example:**

- Jane walked though the cold dark forest.

- Next, tell the students that some adjectives can be used for comparison. They are called comparing adjectives. Ask the students to name a jungle animal that is dangerous. Then, get them to tell you if there is another more dangerous jungle animal than the one they have just named. Finally, ask them if there is the most dangerous jungle animal they know. Explain to the students that 'dangerous', 'more dangerous' and 'most dangerous' are comparing adjectives. Provide the students with more examples of comparing adjectives using nouns from the topic on nature (e.g. poisonous, quiet, fast, slow).

## **Additional Activities / Closure (15 min)**

- Get each pair of students to divide a paper into four columns with the headings: Demonstrative adjectives, Adjectives of quality, Adjectives of quantity or number, Classifying adjectives. In each respective column, get the students to write down two adjectives.

**Example:**

- 'this' and 'these' under the column 'Demonstrative adjectives'

- ‘quiet’ and ‘loud’ under the column ‘Adjectives of quality’
- ‘one’ and ‘many’ under the column ‘Adjectives of quantity or number’
- ‘freshwater’ and ‘non-flowering’ under the column ‘Classifying adjectives’

Then, get each pair of students to exchange their paper with another pair. Now, each pair has a new list of adjectives. They have to write two sentences, each of them must contain a demonstrative adjective, adjectives of quality, adjectives of quantity or number and a classifying adjective. Let the students be creative in their construction of sentences as long as they include all four types of adjectives in their sentences. Let them share their sentences with the class after they have completed their work.

2. Tell the students to turn to **pages 47 – 51 of Learning English Workbook 5**. Review the ‘Read and Learn’ sections on **pages 47 – 50**. 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 56 – 59** 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. Encourage the students to visit the school garden or a nearby public park. Get them to take pictures of nature using their digital camera. After that, get them to write about what they see at the garden or park using the pictures they have taken. You may want to get the students to pay attention to the names of flora and fauna that are found in the garden and park and describe them in their work. Get them to write about anything interesting that they have found out about the things they see in the garden or park.