



## 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. provide information to questions asked,
2. use adjectival phrases to give more information on nouns,
3. use relative pronouns such as ‘who’, ‘which’, ‘whose’, ‘that’ and ‘where’,
4. write a story based on pictures using guiding questions.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 5
2. Picture card showing a nature reserve
3. A map of Singapore showing where the nature reserves are located
4. 1st set of powerpoint slides (Pictures are to refer to the nouns found in the questions on pages 54 – 55.)
5. 2<sup>nd</sup> set of powerpoint slides to show adjectival phrases
6. Word cards with a relative pronoun ‘who’, ‘which’, ‘whose’, ‘that’ and ‘where’ on each of them
7. Visualizer projector
8. A sheet of paper with 10 sentences with relative pronouns (Ensure that at least 3 – 5 of the sentences are wrong.)

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

1. Show the students a picture of a nature reserve. Discuss with the students what they can find in a nature reserve. Get them to identify the areas in Singapore which have been set aside as nature reserves.
2. Show the students the 1st set of powerpoint slides, one at a time. Ask the students to identify the pictures they see on each slide. Reveal the answer that identifies the picture. Then, get the students to explain further what the pictures are by providing them leading questions.

#### *Example:*

- What is shown in this picture? A shrub (Reveal the answer on the slide.)
- What is a shrub? A shrub is a small bush with woody stems.

### Lesson (20 min)

1. Show the students the 2<sup>nd</sup> set of powerpoint slides, one at a time. Let the students read the sentences.

**Example:**

- The swamp gave out a foul smell.

Explain to the students that they can give more information about the swamp by adding in a group of words called an adjectival phrase. Show the students how this is done.

**Example:**

- The swamp in the nature reserve gave out a foul smell.

Underline the adjectival phrase and explain to the students that 'in the nature reserve' is referring to the swamp. Point out to the students that an adjectival phrase often starts with a preposition such as 'in', 'with', 'of', etc. Highlight to the students the preposition 'in' shown in the example. Then, show the students other examples in the powerpoint slides that use other prepositions in the adjectival phrases.

**Example:**

- The creature on the leaf is a caterpillar.
- The apple tree cannot be grown in tropical climates.

Get the students to construct sentences using adjectival phrases. Write their responses on the powerpoint slides. Then, discuss with the students where the adjectival phrases are.

2. Place the sheet of paper with sentences on the visualizer projector. Get the students to read the sentences, one at a time.

**Example:**

- The Rafflesia which is found in the Indonesian rainforest gives off an unpleasant smell.

Point out to the students the relative pronouns used in each of the sentences. Underline the relative pronouns in each sentence. Explain to the students that relative pronouns provide more information about a noun that is mentioned before it. Elicit from the students where the relative pronouns are found in each sentence. Let them realize that the relative pronouns are found in the middle of the sentences.

3. Explain to the students when to use each of the relative pronouns by going through the sentences again. Point out to the students that 'who' is used for people.

**Example:**

- Mrs Jones who is coming for tea is allergic to flowers.
- The tribesman who killed the deer was delighted.

Stick the word card 'who' on the whiteboard. Get the students to construct sentences using the relative pronoun 'who'. Write the students' sentences on the whiteboard below the word card 'who'.

4. Explain to the students when to use the relative pronoun 'which' and 'that'. Point out to the students that these two relative pronouns are used for things and animals. However, tell the students that 'that' can also be used for people.

**Example:**

- The seeds that/which were strewn on the ground grew into seedlings a few days later.
- The deer that/which the hunter shot fell down dead.
- Mr Keith that lived in the hut was a grumpy old man.

Stick the word card 'which' and 'that' on the whiteboard. Get the students to construct sentences using the relative pronoun 'which' and 'that'. Write the students' sentences on the whiteboard below the word card 'which' and 'that'.

5. Explain to the students when to use the relative pronoun 'whose'. Point out to the students that 'whose' is used to show possession for people and animals.

**Example:**

- Mrs Jones whose garden won the first prize was elated.

- The sheep whose fur was sheared by the farmer looked funny now.

Stick the word card 'whose' on the whiteboard. Get the students to construct sentences using the relative pronoun 'whose'. Write the students' sentences on the whiteboard below the word card 'whose'.

6. Explain to the students when to use the relative pronoun 'where'. Point out to the students that 'where' is used for places.

*Example:*

- The most common place where you can find centipedes is under a heap of dead leaves.

Stick the word card 'where' on the whiteboard. Get the students to construct sentences using the relative pronoun 'where'. Write the students' sentences on the whiteboard below the word card 'where'.

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

1. Tell the students that you are going to show them 10 sentences with relative pronouns on the visualizer projector. Tell the students that some of the relative pronouns are wrongly used in the sentences. Get the students to identify the sentences that are wrong. Then, write down the correct relative pronoun to be used in the sentence.
2. Tell the students to turn to **pages 52 – 54 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 52 and page 53**. 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 60** as homework. Go through the pictures and the guiding questions. Elicit ideas from the students on how to go about writing their story.
2. Students 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 of fours. They have to pick on one of the 7 types of biomes (Desert, Tundra, Taiga, Savanna, Grassland, Temperate Deciduous Forest, Tropical Rainforest) and do research on it. They can find out about the climate, and what animals or plants can be found in the biome of their choice. Encourage them to use a map to identify the biome they have chosen. Let them present their findings in class.