



## Theme: Conserve and Preserve

| Focus: | Grammar   | Vocabulary   | Comprehension                              | Writing   |
|--------|---|--------------|--|---|
|        | <ul style="list-style-type: none"> <li>• Adverbials of degree</li> <li>• Intensifiers</li> <li>• Complex sentences</li> </ul> | Connotations | Answering questions based on a visual text | Writing a story based on pictures using guiding questions |

### Lesson Objectives

Students are able to

1. understand that words can have positive, negative and neutral connotations,
2. identify the main clause and subordinate clause in a complex sentence,
3. answer questions based on a visual text.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 5
2. A passage on conservation of the environment and animals
3. A paper with selected complex sentences taken from the passage
4. Visualizer projector
5. Word cards (refer to the words in the box on page 68)
6. Blu tack
7. A list of words with positive and negative connotations
8. A piece of paper with two columns with the headings: Positive connotations and Negative connotations

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

1. Show the students the title of the passage on the visualizer projector. Then, get them to predict what the passage is about. Elicit from them what 'conservation' means.
2. Let the students read the passage. Discuss with the students what has been done by the conservationists in protecting the environment and wildlife.

### Lesson (20 min)

1. Remove the passage and show the students a piece of paper with some complex sentences taken from the passage on the visualizer projector. Tell the students that you have selected these sentences which are known as complex sentences. Explain to the students that complex sentences contain a main clause and a subordinate clause. Recapitulate with the students what a main clause and subordinate clause are. A main clause can stand on its own whereas a subordinate clause cannot stand on its own.
2. Go through each complex sentence with the students. For the first sentence, show the students where the main and subordinate clauses are. For the remaining sentences, let the students identify the main clauses and subordinate clauses. You may want to underline the subordinate clauses for the complex sentences as you discuss them with the students.

3. At the end of the short exercise, ask the students what they notice about the subordinate clauses they have underlined. Elicit from them that a subordinate clause can start with a connector. Circle the connectors (e.g. 'since', 'because', 'so that', etc.) found in the subordinate clauses.
4. Explain to the students that the connectors serve a purpose in the subordinate clause. Go through each of the sentences and elicit from the students the use of the connector found in the subordinate clause.

**Example:**

- Finn has always wanted to be a conservationist because he grew up believing that he can make a difference to the natural world.

Explain to the students that the connector 'because' in the subordinate clause is used to show the reason. Point out to the students that the connector 'as' in a subordinate clause has the same use. Encourage the students to construct complex sentences using 'because' and 'as' in the subordinate clauses.

5. Next, show the students another complex sentence with the connector 'so that'.

**Example:**

- She strongly opposed the use of pesticides so that the environment would not be harmed further.

Explain to the students that the connector 'so that' in the subordinate clause is used to show purpose. Point out to the students that the connector 'in order' in a subordinate clause has the same use. Encourage the students to construct complex sentences using 'so that' and 'in order' in the subordinate clauses.

6. Lastly, show the students another complex sentence with the connector 'that'. Explain to the students that the connector 'that' in the subordinate clause is used to show result. Encourage the students to construct complex sentences using 'that' in the subordinate clauses.
7. Get the students to go through the passage again and locate any other complex sentences that they can find. Get them to explain if the subordinate sentences show a reason, purpose or result.
8. Show the students the word cards, one at a time. Read each word with the students before sticking them on the whiteboard. Elicit the meaning of some of the words which you think the students are not familiar with or you may want them to let you know which words they are not sure of. Tell the students that there are sets of three words, all of which have almost the same meaning but each of them carries a different feeling. Show using an example what you mean.

**Example:**

- This sum is difficult / challenging / hard to do.

Explain to the students that the three words 'difficult', 'challenging' and 'hard' in the example may relate to something that is not easy to do. Ask the students which of the three words give them the negative feeling, positive feeling and neutral feeling. You may want to use smileys to denote the three different feelings by placing them next to the words.

9. Now, refer the students back to the word cards on the whiteboard. Get the students to identify sets of three words which have almost the same meaning. Group the three words together before discussing with the students if the words have a positive, negative or neutral connotation. Get the students to allocate a smiley to each of them.

### Additional Activities / Closure (15 min)

1. Put the students in pairs. Give the students a list of words and a piece of paper with two columns with the headings: Positive connotation and Negative connotation. Get them to place the words in either of the two columns. Discuss with the students where they have placed the words and get them to explain why they have done so.
2. Next, give the students incomplete complex sentences. They have to write the subordinate clauses to complete them. You might want to provide the connectors at the start of the subordinate clauses so that the students will find it a little less daunting to complete the sentences. Then, get the students to share their sentences with the rest of the class.
3. Tell the students to turn to **pages 66 – 69 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 66 and page 67**. 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 70 – 73** as homework. Go through the visual text 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. Get the students to find out more about some famous conservationists and the work they do. Some famous conservations are Rachel Louis Carson, David B Wingate, etc. Get the students to write a short summary about them. Encourage them to write complex sentences in their summary.