



## 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. use adverbials of degree to tell them more about verbs,
2. strengthen the meaning of what they want to say by using intensifiers,
3. write a story based on pictures using guiding questions.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 5
2. A script with a conversation between two students (Ensure that adverbials of degree are used in the conversation.)
3. Visualizer projector
4. Sentences with the adverbials of degree missing in them (Ensure that the missing adverbials of degree are used to modify the verbs, adjectives and adverbs in the sentences.)
5. Video on tiger conservation in India
6. Questions pertaining to the video on tiger conservation in India

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

1. Prior to the lesson, get two students to act out a script for the class. Ensure that the two students are able to converse with each other naturally in front of the class and can memorize the lines of the script.
2. Let the class watch the short script acted out by the two students. Then, discuss with the class what the conversation is about.

### Lesson (20 min)

1. Write the words 'Adverbials of Degree' on the whiteboard. Explain to the class that adverbials of degree are used to tell the degree or extent to which something happens. They answer the questions 'how much?' or 'to what degree?'. Refer the students to the conversation that the students acted out earlier. Write down a sentence that was used by one of the two students in the conversation.

#### *Example:*

- I entirely agree with you on this matter.

Point out to the students that the adverbial of degree is 'entirely' because it answers the question 'how much?' or 'to what degree?'. Circle the verb in the sentence and tell the students that an adverbial of degree is used to tell them more about the verb in the sentence.

- Write the other sentences used in the conversation in the script on the whiteboard. Ask the students to identify the adverbials of degree used in each of them. Then, get the students to construct sentences on their own using adverbials of degree. Encourage them to think of other adverbials of degree that they can use when constructing their sentences.
- Recapitulate with the students what adjectives and adverbs are. You may want the students to list out some adjectives and adverbs. Write their responses on the whiteboard. Explain to the students that adverbials of degree can also be used to tell them more about adjectives and adverbs. The adverbials of degree in this case are known as intensifiers. Tell the students that intensifiers help strengthen the meaning of what is being said.
- Show the students how intensifiers are used in the sentences found in the conversation between the two students which they have seen earlier.

**Example:**

- The scenery was very beautiful.
- The river water flowed fairly slowly.

Get the students to identify the adjective and adverb in the sentences. Explain to the students that the intensifier is placed before the adjective and adverb. Underline 'very' and 'fairly' in the sentences used in the example. Tell the students that they are adverbials of degree (also known as intensifiers) because they answer the question 'how much?' or 'to what degree?'

- Refer the students to the adjectives and adverbs that they have listed out on the whiteboard. Let the students construct sentences using intensifiers and the adverbs and adjectives. Write their responses on a piece of paper placed on the visualizer projector. After each adverb or adjective is used by the students in their construction of a sentence, cross it out on the whiteboard so that the students cannot use it again. After at least 5 sentences have been constructed, discuss with the students the intensifier used for each sentence.

### Additional Activities / Closure (15 min)

- Show the class some sentences without the adverbials of degree in them on the visualizer projector. Get the students to place the adverbials of degree in the correct places in the sentences. They have to ensure that the adverbials of degree are not repeated twice. Do this as a class.
- Tell the students to turn to **pages 63 – 65 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 63 and page 65**. 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

- Ask the students to complete **page 74** as homework. Go through the pictures and the guiding questions. Elicit ideas from the students on how to go about writing their story.
- Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### Optional Activity

- Let the students watch a video on the conservation of the tigers in India. Then, get the students to answer some questions that you have listed down based on the video.
- Encourage the students to find out another animal that is facing increasing pressure of losing its habitat to man. Get the students to do research and share their findings on how conservation for that animal is done by writing a short paragraph of what they have learnt.