

Theme: Amazing Life Forms

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Participles used as adjectives • Participles used to provide more information about nouns • Participles used to provide more information about verbs • Relative pronouns used in subordinate clauses 	<ul style="list-style-type: none"> • Abstract nouns • Adjectives used as nouns 	Answering questions based on a passage	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use participles as adjectives,
2. use participles to provide more information about nouns,
3. use participles to provide more information about verbs,
4. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. A picture of a bombardier beetle
3. A video of a bombardier beetle
4. Sentences on bombardier beetles using present participles as adjectives
5. A sheet of paper that contains some sentences on bombardier beetles using past participles as adjectives
6. Visualizer projector
7. A passage about the hammerhead shark (Ensure that the blanks in the passage can be filled up with present or past participles.)
8. Powerpoint slides on hammerhead sharks with a sentence on each slide using participles to provide more information about nouns
9. A video of hummingbirds in action
10. Sentences on hummingbirds using participles to provide more information about verbs
11. Picture cards with pictures of an animal and a participle written on each of them (Have enough for each group.)
12. Storybook titled 'The Boy Who Loved Words' by Ronni Schotter

Introduction / Warm-up Activity (10 min)

1. Show the students the picture of a bombardier beetle. Ask the students if they know what it is. Write the name 'Bombardier beetle' on the whiteboard. Elicit from the students what the name of the beetle tells them.

2. Show them a short video of the bombardier beetle. After viewing the video, ask the students what they have learnt about the bombardier beetle.

Lesson (20 min)

1. Show parts of the video again. This time, pause at strategic points in the video to teach the students about the bombardier beetles using present participles as adjectives. Write at least five sentences on the whiteboard.

Example:

- Today, I am going to show you about an interesting insect called the bombardier beetle.

Ask the students to point out the adjectives in the sentences. Get them to tell you the function of an adjective. Point out to the students that the underlined words are also known as present participles. Explain to the students that the present participles refer to the verbs in the '-ing' form. They help to tell that the noun performs the action. Get the students to come up with other verbs in the '-ing' form. Alternatively, you can provide the students with the verbs and get them to come up with the present participles. Then, let them construct sentences with the present participle that act as adjectives.

Example:

- bore – boring
- captivate – captivating

2. Once again, discuss with the students about the bombardier beetle. This time, show the students some sentences about the bombardier beetle which use the past participles as adjectives.

Example:

- The interested ant got blasted away by the bombardier beetle's projected spray.

Get the students to identify the adjectives in each of the sentences. Then, underline the adjectives. Point out to the students that the underlined words are also known as past participles. Explain to the students that the past participles refer to the verbs in the '-ed' form. A past participle is used to tell more about a noun and that it receives an action. Get the students to come up with other verbs in the '-ed' form. Alternatively, you can provide the students with the verbs and get them to come up with the past participles. Then, let them construct sentences with the past participle that act as adjectives.

Example:

- bore – bored
- captivate – captivated

3. Explain to the students that the present and past participles do not always have to appear before the nouns. Tell the students that they can also appear after the nouns. When that happens, a verb has to be used before the participle.

Example:

- The bombardier beetle looked bored.
- I was captivated by the extraordinary mechanism found in the bombardier beetle.

4. Show the students another passage about the hammerhead shark on the visualizer projector. Tell the students that there are some blanks in the passage which they have to fill in using the present or past participles. Give them time to read through the passage on their own. Go through the passage with the students and elicit the answers from them.
5. Show the powerpoint slides on the hammerhead shark to the students. Get the students to read the sentence found on each slide.

Example:

- Using its sensitive sensory organ found on the top of its head, the hammerhead shark can easily find its favourite prey, the stingray.
- The great hammerhead, identified as one of the nine largest species of this shark, can grow up to 20 feet long.

After going through each slide, return to the first slide again. Then, go through each slide and underline the participles. Point out to the students that participles can be used in subordinate clauses to give more information about nouns.

6. Next, provide students more sentences about the hammerhead shark. Get the students to identify the participles in the sentences. Highlight or underline the participles in the sentences.
7. Finally, show the students a video of the hummingbird. After viewing it, provide the students with some sentences about the hummingbird. Ensure that the sentences have participles that provide more information about the verbs.

Example:

- Since catching the hummingbird in action is difficult as it moves very fast, they have to use a special device called the phantom camera.

Underline the participle in the first sentence and explain to the students that participles can be used in subordinate clauses to give more information about verbs. Point out to the students that subordinate clauses can begin with connectors such as 'despite', 'unless', etc. followed by the participle. Provide the students with more sentences using participles that provide more information about verbs. Get the students to identify the participles in each of the sentences.

Additional Activities / Closure (15 min)

1. Put the students in groups. Give each group 3 picture cards of animals with a word (i.e. the participle which is a form of a verb) written below the picture. The students can change the words shown on the picture card into the present / past participle to use as adjectives, or in subordinate clauses to provide more information about nouns or verbs to construct a sentence. The condition is that once the word on a picture card has been selected to be constructed in a sentence as a present / past participle as an adjective, it cannot be used in a similar way for the other two picture cards. That means, the words in the other two cards have to be in subordinate clauses that provide more information about nouns or verbs.
2. Tell the students to turn to **pages 25 – 32 of Learning English Workbook 6**. Review the 'Read and Learn' sections on **pages 25 – 26, pages 26 – 27 and page 28** before reading the instructions given in the exercises together. 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 33 – 36** as homework. You may want to read the passage with the students, stopping at certain points in the passage to question the students on their understanding of the story so far. Elicit the answers from the students when you go through the questions with them.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Read the story ‘The Boy Who Loved Words’ by Roni Schotter. Get the students to identify the sentences which use participles and write them down. Then, put the students in pairs. Using some of the original sentences found in the storybook, encourage the students to challenge themselves to take the participial phrase from the sentences cited in the storybook and then complete the sentence using their own words.

Example:

- Pursuing the perfect note, Joan practised on the piano day and night. (original sentence)
- Pursuing the perfect note, she cleared her throat each time before she sang. (student’s own sentence).