



Theme: Amazing Life Forms

Focus:

| Grammar | Vocabulary | Comprehension | Writing |
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| <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

- use relative pronouns in subordinate clauses,
- identify and use abstract nouns,
- use adjectives as nouns,
- write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 6
- 1st set of word cards with subordinate clauses and main clauses that make sentences
- Two sentences with the missing relative pronoun 'who' in the subordinate clauses
- Two sentences with the missing relative pronoun 'whom' in the subordinate clauses
- Two sentences with the missing relative pronoun 'which' in the subordinate clauses
- Two sentences with the missing relative pronoun 'that' in the subordinate clauses
- Two sentences with the missing relative pronoun 'whose' in the subordinate clauses
- Two sentences with the missing relative pronoun 'where' in the subordinate clauses
- 2nd set of word cards with abstract nouns
- 3rd set of word cards with concrete nouns
- 4th set of word cards (Refer to the words in the box on page 33.)

Introduction / Warm-up Activity (10 min)

- Stick the word cards on the whiteboard. Tell the students to read the words quietly to themselves.
- Then, tell the students that some of the word cards have subordinate clauses while the others have main clauses. Get the students to identify the main clauses and stick them on the right

side of the whiteboard. The remaining subordinate clauses are to be stuck on the left side of the whiteboard. After that, elicit from the students what main clauses and subordinate clauses are. Explain to them that a main clause is an independent clause and can stand on its own. Explain that a subordinate clause depends on the main clause and modifies it.

3. Get the students to match the main clauses to the subordinate clauses. Draw lines to match the word cards on the whiteboard.

Lesson (20 min)

1. Explain to the students that subordinate clauses can start with relative pronouns. Point out to the students the relative pronouns found in the subordinate clauses. Underline the relative pronouns 'that', 'who', 'which', 'whose', 'where' and 'whom'. Explain to the students that subordinate clauses help introduce the main clauses.

Example:

- I saw a spider that was spinning a web furiously.

2. Go through the relative pronouns again. Then, elicit from the students when to correctly use the relative pronouns for the subordinate clauses using the visualizer projector. Provide them two sentences and ask them for the suitable relative pronouns that can be placed in the subordinate clauses. Make sure that the two sentences use the same relative pronoun 'who'.

Example:

- I saw a tribesman who had just emerged from the water.

Ask the students why they have chosen 'who' as the relative pronoun to complete the subordinate clause. Get them to explain that 'who' is used for people in the subject form.

3. Provide the students with another two sentences and ask them for the suitable relative pronouns that can be placed in the subordinate clauses. Make sure that the two sentences use the same relative pronoun 'whom'.

Example:

- Gil Grissom was a well-known entomologist whom many respected.

Ask the students why they have chosen 'whom' as the relative pronoun to complete the subordinate clause. Get them to explain that 'whom' is used for people in the object form.

4. Provide the students with another two sentences and ask them for the suitable relative pronouns that can be placed in the subordinate clauses. Make sure that the two sentences use the same relative pronoun 'which'.

Example:

- We gathered to see the herd of horses which were grazing in the field.

Ask the students why they have chosen 'which' as the relative pronoun to complete the subordinate clause. Get them to explain that 'which' is used for things and animals. Point out to the students that the relative pronoun 'that' can be used for things and animals too. Tell them that 'that' can also be used for people.

5. Provide the students with another two sentences and ask them for the suitable relative pronouns that can be placed in the subordinate clauses. Make sure that the two sentences use the same relative pronoun 'whose'.

Example:

- We were pleased to see Mr Jones whose close up photographs on animals was widely recognized.

Ask the students why they have chosen 'whose' as the relative pronoun to complete the subordinate clause. Get them to explain that 'whose' is used to show possession for people, things and animals.

6. Provide the students with another two sentences and ask them for the suitable relative pronouns that can be placed in the subordinate clauses. Make sure that the two sentences use the same relative pronoun 'where'.

Example:

- A poacher was seen near the edge of the jungle where many rhinoceroses often gather.

Ask the students why they have chosen 'where' as the relative pronoun to complete the subordinate clause. Get them to explain that 'where' is used for places.

7. Show the students a set of word cards and stick them on the whiteboard. Tell the students that the words are nouns. Write the word 'Nouns' on the whiteboard. Tell the students that you are going to categorize the word cards into two sets. Do a few first. Then, ask the students if they would like to try and sort out the rest based on what you have done. After that, ask the students why the word cards are sorted out in that particular way. Write the words 'Abstract nouns' and 'Concrete nouns' above the sets of word cards.
8. Elicit from the students what concrete nouns are. You may want to explain to them that a concrete noun is something they can detect with their five senses. Tell them that they can smell, see, touch, taste or hear the noun. Explain to the students that an abstract noun, on the other hand, cannot be detected with their five senses. Then, go through the two sets of nouns again and determine if they are placed under the right columns.

Example:

- mystery, tenderness, feeling, enjoyment – Abstract nouns
- water, grass, sand dunes, dung – Concrete nouns

9. Show the students the 4th set of word cards, one at a time. Ask them to construct sentences using each of the words. Write their responses on the whiteboard.

Example:

- The rich man donated money to the zoo.
- The villagers were unhappy because they felt the rich were exploiting them.

If the students are only able to come up with one of the sentences for a word card, help them construct the other. Then, once there are two sentences on the whiteboard with the use of the same word card, get the students to identify if the word is used as an adjective or a noun.

10. Ask the students if they can come up with other words that work as adjectives as well as nouns.

Example:

- elderly, disabled, handicapped

Additional Activities / Closure (15 min)

1. Put the students in groups. Give each group a stack of word cards. Tell the groups that each member of the group gets to pick a card from the stack. If he picks a card with a relative pronoun written on it, he has to make a sentence that has a main clause and a subordinate clause using the relative pronoun given. The other group members have to agree that the sentence he makes is reasonable before the next member of the group gets to pick the next card from the stack. If the card that is picked from the stack contains an abstract noun, the member has to construct a sentence that contains the abstract noun. Tell the leader of each group to ensure that each member has had a turn to pick a card and construct a sentence.
2. Tell the students to turn to **pages 30 – 33 of Learning English Workbook 6**. Review the 'Read and Learn' section on **page 30** 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 **page 37** as homework. Study the pictures with the students. Get them to come up with the vocabulary to describe the pictures. Write the words on the whiteboard. Go through the guiding questions. Elicit ideas from the students how to go about writing their story. Remind the students that they do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Put the students in groups and make them line up in rows. Give each student a card that is pinned on the back of his T-shirt. The students within the group have to arrange themselves to form a complete sentence. The group that completes the sentence in the fastest time is awarded 3 points, followed by 2 points for the second winner and then 1 point for the third place winner. The other groups that do not come in as the top three winners do not get any points. Play this game for at least two rounds.

Example:

- best male their their watched tried penguins to chicks which I the keep warm
- I watched the male penguins which tried their best to keep their chicks warm.