



## Theme: Loved Ones

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>The verb 'need'</li> <li>Reflexive and emphatic pronouns</li> <li>Compound prepositions</li> </ul>	Idioms	Answering questions based on a passage	Writing a story based on pictures using guiding questions

### Lesson Objectives

Students are able to

- use the verb 'need';
- use reflexive and emphatic pronouns,
- answer questions based on a passage.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 6
- Picture cards of people doing things for others
- Visualizer projector
- Readily available objects in class such as a pencil, marker, ruler, etc.
- Word cards with the words 'myself', 'yourself', 'yourselves', 'himself', 'herself', 'themselves', 'ourselves' and 'itself'
- A sheet of paper with a table with two columns: 'Family members' names' and the 'Jobs done

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

- Tell the students that you are going to show them a few picture cards which show people in action. Ask the students questions about the pictures on the cards. Make sure that the questions require the students to answer using the word 'need'. Write the students' responses on the whiteboard.

**Example:**

- She needs to wash the car.
- They need to fetch their daughter from the childcare.

### Lesson (20 min)

- Underline the verb 'need' in all the sentences written on the whiteboard. Explain to the students that 'need' is used to talk about the things they want or must do as shown in the sentences. Get the students to discuss the household chores that they have to do in their households. Let them construct sentences using the verb 'need' in their discussion. Write their responses on the sheet of paper and show the students on the visualizer projector.

**Example:**

- I need to sweep the floor on Sundays.
- I need to buy a loaf of bread for the family.

Point out to the students that in these sentences, the verb 'need' is followed by 'to'. Highlight to the students that the base form of the verb is used after 'to'.

2. Get the students to change the sentences on the whiteboard into questions using the verb 'need'. You may want to show them how to write questions using the verb 'need' first. Then, let them complete the rest on their own.

**Example:**

- Need she wash the car?
- Need they fetch their daughter from the childcare?

Explain to the students that when the verb 'need' is used in questions, it is used to show doubt and uncertainty. Tell the students to refer to the sentences which they have earlier constructed during the discussion. Have the piece of paper with the sentences on the visualizer projector for the students to see. Discuss with the students how they can rewrite the sentences into questions using the verb 'need'. Write their responses below the sentences on the paper.

**Example:**

- Need you sweep the floor on Sundays?
- Need you buy a loaf of bread for the family?

3. Show the students an object such as a book or a pencil. Tell the students what you need to get for a student for Children's Day. Write the sentences on the whiteboard.

**Example:**

- I need blue markers.
- I need notebooks.

Ask the students to identify the object in each of the sentences. Explain to the students that the verb 'need' can be followed by an object. Then, get the students to construct sentences with the verb 'need' followed by an object. Write their responses on the whiteboard.

4. Stick the word cards on the whiteboard. Get the students to read the words on the word cards. Tell the students that the words are known as reflexive pronouns. Write the words 'Reflexive pronouns' above the word cards. Then, tell the students that reflexive pronouns are used to show that an action done by the subject goes back to the subject.

**Example:**

- She washes the car herself.
- They fetch their daughter from the childcare themselves.

After showing them examples, get the students to use the reflexive pronouns by letting them construct their own sentences.

5. Next, tell the students that the same words shown on the word cards can also be called emphatic pronouns. Write the words 'Emphatic pronouns' above the word cards. Explain to them that emphatic pronouns are used to emphasize the doer of the action.

**Example:**

- She herself washes the car.
- They themselves fetch their daughter from the childcare.

After showing them examples, get the students to use the emphatic pronouns by letting them construct their own sentences.

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

1. Put the students in pairs. Show them sentences and have them identify if they are reflexive or emphatic pronouns on the visualizer projector. They are to write on a piece of paper 'RP' for reflexive pronouns or 'EP' for emphatic pronouns after reading each sentence. Give the

students a time limit to do as many as they can. At the end of the time period, go through each sentence with the class to check their answers.

2. Tell the students to turn to **pages 101 – 103 of Learning English Workbook 6**. Review the ‘Read and Learn’ sections on **page 101 and page 102** 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 106 – 110** 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. Give the students a sheet of paper with a table with two columns: ‘Family members’ names’ and the ‘Jobs done’. Tell the students that they have to monitor their family members and see what they need to do or complete during the weekend. Then, write what they have found out in the column beside their respective names. Tell the students to write in complete sentences making sure that the verb ‘need’ is used.
2. Recapitulate with the students the different reflexive pronouns. Then, divide the whiteboard into three columns using different colour markers. In one column, get the students to list fictional characters or people they know. In the second column, get them to list verbs. In the third column, get them to list objects. Tell the students to construct a sentence using a word from each column and a reflexive pronoun. They cannot use the word or reflexive pronoun again in another sentence once they have used them.