



Lesson Plan For Lesson 6



40 min

Theme: Different Feelings

Focus: Adverbial Clauses of Time Using 'When'

Lesson Objectives

Students are able to

1. identify actions that take place as a result of certain feelings,
2. identify adverbial clauses of time in sentences,
3. complete sentences using the most suitable adverbial clause of time,
4. rewrite sentences using adverbial clause of time.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 4
2. Picture cards that show how people are feeling
3. Writing paper or an English exercise book

Introduction / Warm-up Activity (5 min)

1. Show the picture cards, one at a time, and elicit from the students what the person in the picture is probably feeling. Then ask them what they would do when they or someone they know is experiencing that feeling. Construct sentences that contain adverbial clause of time.

Example:

- I slam the door when I am angry.
When I am angry, I slam the door.
2. Ensure that a variety of sentences is used.
 3. Write the sentences on the board. Underline the adverbial clause of time for each sentence.

Lesson (10 min)

Adverbial Clauses of Time Using 'When'

1. Explain to the students what a clause is. Review what adverbs are and explain what adverbial clause of time means.
2. Direct the students to **page 29 of Learning Grammar Workbook 4**. Read the examples to them. Bring to their attention the use of the comma when the adverbial clause of time is at the start of the sentence.

3. For each of the examples given on **page 29**, get the students to construct the sentence by rearranging the adverbial clause of time.
4. Ask them what happens when you enter the classroom. Get the students to come up with as many scenarios as they can.

Example:

- When Miss Lim entered the classroom, we were running around the class.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 18 and 19, pages 30 – 32** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the class of students into pairs. Get each pair to think of how people behave when they are angry. Get them to write a short paragraph on what kind of behaviour is wrong and what kind of behaviour would be more appropriate. You may want them to focus on two people and make comparisons between the two.

Example:

- When my brother is angry, he will shout at others and throw his things around. He should not do this. He should walk to a corner to cool down when he is angry. This is what I do when I am angry. When I am slightly angry, I will walk away to cool down. I will listen to music when I am very angry.
2. Get them to write the paragraph on writing paper or in their English exercise books.
 3. Facilitate the students' learning by walking around to check their sentences.
 4. Let each pair share their paragraph with the class.

Optional Activities

1. Ask the students to complete **Exercise 20, page 33** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to go through one question in **Exercise 20** in class before your students do the exercise at home.
4. You may want your students to think about what happens when they are not feeling well. Encourage them to write several sentences.

Example:

- When I am ill, I will stay home from school. I will eat plain porridge when I am not feeling well.