



## Theme: Here We Are

### Focus:

Grammar	Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"><li>Imperatives</li><li>Prepositions</li><li>Adverbs</li><li>Adverbials of duration</li></ul>	Adverbs of manner	Answering questions based on a passage	Writing a story based on pictures using helping words

## Lesson Objectives

Students are able to

- use adverbs of place to tell where something happens,
- use adverbs of time to tell when something happens,
- use adverbs of manner to tell the way something is done,
- use adverbs of duration to tell how long something lasts,
- write a story based on pictures using helping words.

## Resources

(Preparation to be done before the lesson)

- Learning English Workbook 3
- A piece of paper with 4 sentences describing your search for your ring file. (Each sentence must contain adverbs of place, time, manner and duration.)
- Visualiser projector
- Magnetic strips of paper with sentences on each of them (Each sentence must contain adverbs of place, time, manner and duration.)
- A portable magnetic whiteboard

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

- Walk into the classroom in a hurried manner and pretend to be searching for something frantically. Do the action of searching for something for about a few minutes. Then, looking frustrated, get the students to help you to look for the item. You may use the following sentences which have adverbs of place, time, manner and duration when talking to the students.

**Example:**

- I have been searching frantically for my ring file. I have been looking for it since this morning. I have searched everywhere for it but in vain. I hope to find it soon. Maybe, all of you can help me?

## Lesson (20 min)

- Once the students have located your ring file, get them to pay attention to what is on the screen. You have already placed a piece of paper with the 4 sentences describing your search for your ring file on the visualiser projector. Go through the sentences with the students. Ask the students the following questions using 'how', 'in what way', 'when', 'where' and to what extent something is done.

**Example:**

- How did I search for my ring file?
- How long did I search for my ring file?
- Where did I look for my ring file?

- When did I hope to find my ring file?

After the students answer each of the questions, underline the adverbs in the sentences.

**Example:**

- I was searching frantically for my ring file. I searched for it for several minutes before I found it. I searched everywhere for it. I hoped to find it soon.

2. Point out to the students that their responses to your questions which you have underlined in the sentences are called adverbs. Tell the students that there are adverbs of place, time, manner and duration. Draw a table with 4 columns in it. Write the headings: Adverbs of place, Adverbs of time, Adverbs of manner, Adverbs of duration.
3. Point to the first sentence.

**Example:**

- I was searching frantically for my ring file. (adverb of manner)

Explain to the students that adverbs of manner tell them the way something happens. Provide them with more examples and then, get a student to volunteer to do something like walking across the room. Tell the student to walk in different ways and then, get the rest of the class to identify the manner in which he walks.

**Example:**

- He walks unsteadily/quickly/slowly.

Write the adverbs of manner used in the sentences described by the students during the example.

4. Pointing to the next sentence.

**Example:**

- I searched for it for several minutes before I found it. (adverb of duration)

Explain to the students that adverbs of duration tell them how long something lasts. Adverbs of duration are usually made up of more than one word as shown in the example. Provide the students with more examples.

**Example:**

- He drove through the night.
- She cried for a day when she learnt her puppy was knocked down by a car.

Get the students to construct sentences using adverbs of duration. You may need to assist them by asking questions to get them on the right track. Write other adverbs of duration that the students used when making their sentences on the whiteboard.

5. Pointing to the next sentence.

**Example:**

- I searched everywhere for it. (adverb of place)

Explain to the students that adverbs of place tell them where something happens. Provide the students with more examples.

**Example:**

- The children are outdoors.
- Please turn right at the cross junction.

Get the students to construct sentences using adverbs of place. You may need to assist them by asking questions to get them on the right track. Write other adverbs of place that the students used when making their sentences on the whiteboard.

6. Pointing to the final sentence.

**Example:**

- I hoped to find it soon. (adverb of time)

Explain to the students that adverbs of time tell them when something happens. Provide the students with more examples.

**Example:**

- I am going out now.
- I went to the mall yesterday.

Get the students to construct sentences using adverbs of time. You may need to assist them by asking questions to get them on the right track. Write other adverbs of time that the students used when making their sentences on the whiteboard.

### Additional Activities / Closure (15 min)

1. Put the students in groups. Tell them that you will give them a bag which contains magnetic strips of paper with a sentence on each of them. They are also given a portable whiteboard with headings: Adverbs of place, Adverbs of time, Adverbs of manner, Adverbs of duration. The students have to read the sentences on the strips of paper and decide which column in the table each of them should be placed in. They have to stick their sentences in the right columns. Give the students a few minutes to do the activity. At the end of the activity, discuss with the class if the sentences are placed in the correct columns and explain why.
2. Tell the students to turn to **pages 102 – 106 of Learning English Workbook 3**. Review the 'Read and Learn' sections on **pages 102 – 103 and page 105**. 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 109** as homework. Read the instructions and go through the helping words. Explain words the students are unfamiliar with. You might want to start the first paragraph and have the students continue the story on their own.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### Optional Activity

1. Get the students to identify a place in their neighbourhood that they like to go. Then, get them to write about the place using adverbs of place, time, manner and duration. You may want to provide them with an example.

**Example:**

- There is a library near my house. It is located inside (adverb of place) a mall. We have to speak quietly (adverb of manner) when we are in the library. I go there weekly (adverb of time). I usually spend my time reading books in the library for an hour (adverb of duration).