



## Theme: Get To Know Me

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Compound sentences</li> <li>Adverbial phrases (1)</li> </ul>	Feelings	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

### Lesson Objectives

Students are able to

- construct compound sentences with conjunctions,
- use adverbial phrases of time to tell when something happens,
- use adverbial phrases of duration to tell how long something lasts,
- use adverbial phrases of frequency to tell how often or how many times something happens,
- use adverbial phrases of reason to explain why something happens,
- answer questions based on a passage.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Selected pages of a storybook with simple sentences suitable for younger children
- Visualizer projector
- Incomplete sentences so that students have to complete them with suitable adverbial phrases

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

- Show the students the storybook and its title. Then, read the students a story showing the pages of the book on the visualizer projector. Ask the students what they think of the story.  
*Example:*
  - The sentences in the story are too short.
  - It is boring.
- Elicit from the students how they can make the story more interesting without changing the storyline. Accept any reasonable answers.

*Example:*

- Combine some sentences to make them longer.
- Use a wider vocabulary.

Tell the students that for today's lesson, they are going to construct compound sentences from the simple sentences that they are given.

### Lesson (20 min)

- Using the storybook as an example, select two simple sentences from it.

*Example:*

- Sandy is good at singing. Ginny is good at dancing.

Tell the students that these two sentences can be combined into one by using a conjunction such as 'but'. Explain to the students that 'but' is used because the two ideas in the simple sentences

are not the same, i.e. the two children are good at different things. Write the compound sentence on the whiteboard.

**Example:**

- Sandy is good at singing but Ginny is good at dancing.

Underline the two simple sentences in the compound sentence. You may want to circle the conjunction 'but' to show the students how it connects the two simple sentences.

2. Choose another two sentences from the storybook and show the students the pages on the visualizer projector.

**Example:**

- Sandy washes the dishes. Ginny wipes the dishes dry with a cloth.

Tell the students that these two sentences can be combined into one by using a conjunction such as 'and'. Explain to the students that 'and' is used merely to join two ideas. Write the compound sentence on the whiteboard.

**Example:**

- Sandy washes the dishes and Ginny wipes the dishes dry with a cloth.

Underline the two simple sentences in the compound sentence. You may want to circle the conjunction 'and'.

3. Choose another two sentences from the storybook and show the students the pages on the visualizer projector.

**Example:**

- Sandy can choose the pink ribbon. She can choose the white ribbon.

Tell the students that these two sentences can be combined into one by using a conjunction such as 'or'. Explain to the students that 'or' is used to join two ideas together to show a choice. Write the compound sentence on the whiteboard.

**Example:**

- Sandy can choose the pink ribbon or the white ribbon.

Circle the conjunction 'or'. Highlight to the students that the second simple sentence can be shortened.

4. Choose another two sentences from the storybook and show the students the pages on the visualizer projector.

**Example:**

- Sandy wants to join the other children at the pool. She does not want to get wet.

Tell the students that these two sentences can be combined into one by using a conjunction such as 'yet'. Explain to the students that 'yet' is used when they want to emphasize something to show its contrast. Write the compound sentence on the whiteboard.

**Example:**

- Sandy wants to join the other children at the pool yet she does not want to get wet.

Underline the two simple sentences in the compound sentence. You may want to circle the conjunction 'yet'.

5. Choose another two sentences from the storybook and show the students the pages on the visualizer projector.

**Example:**

- Ginny cries bitterly. She wants her mummy to hold her.

Tell the students that these two sentences can be combined into one by using a conjunction such as 'for'. Explain to the students that 'for' is used when the simple sentences both share equal importance. Remind the students that 'for' does not replace 'because' which shows one

simple sentence is of more importance than the other in the compound sentence. Write the compound sentence on the whiteboard.

**Example:**

- Ginny cries bitterly for she wants her mummy to hold her.

Underline the two simple sentences in the compound sentence. You may want to circle the conjunction 'for'.

6. Choose another two sentences from the story and show the students the pages on the visualizer projector.

**Example:**

- Sandy bathes first. Sandy can lie down on her clean bed.

Tell the students that these two sentences can be combined into one by using a conjunction such as 'so'. Explain to the student that 'so' is used to join two ideas by showing the reason or the cause. Write the compound sentence on the whiteboard.

**Example:**

- Sandy bathes first so she can lie down on her clean bed.

Underline the two simple sentences in the compound sentence. You may want to circle the conjunction 'so'.

7. Show the students a piece of paper with compound sentences on it using the visualizer projector. The conjunctions in these sentences are missing. Get the students to decide which conjunctions should be placed in the sentences. Then, discuss with the students why the conjunction is chosen.
8. Next, show the students a set of powerpoint slides with sentences that show adverbial phrases. Explain to the students that adverbial phrases are groups of words that play the role of adverbs. Read the sentence on each of the slides. Then, point out the adverbial phrases of time, duration, frequency and reason found in each sentence.

**Example:**

- Ginny is going to the science centre in a day's time. (Adverbial phrase of time)
- Ginny was at the science centre for two hours. (Adverbial phrase of duration)
- Ginny goes to the science centre once a year. (Adverbial phrase of frequency)
- Ginny goes to the science centre because she enjoys learning new things. (Adverbial phrase of reason)

9. Explain each adverbial phrase to the students. Explain to the students that adverbial phrases of time are used to tell when something happens. Adverbial phrases of duration are used to tell how long something lasts. Adverbial phrases of frequency are used to show how often or how many times something happens. Adverbial phrases of reason are used to explain why something happens.
10. Provide the students the first part of a sentence and get them to complete it using any of the adverbial phrases. Write the sentence on the whiteboard. Get the rest of the students to identify the type of adverbial phrase used after the sentence has been constructed.

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

1. Put the students into groups. Each group receives a bag with 6 strips of paper with incomplete sentences and 6 strips of paper with their adverbial phrases or strips of paper with two simple sentences which they have to construct to form a compound sentence using an appropriate conjunction. They have to write their answers on a blank piece of paper. Then, the groups put back all the strips of paper into their bags. They will exchange their bag with another group. If a group has done the activity whereby they construct a compound sentence from two simple

sentences, they will then receive another bag which contains strips of paper with incomplete sentences and their adverbial phrases. This is so that the students get to practise both objectives set out in the lesson today. Get the student to share their sentences at the end of the activity.

2. Tell the students to turn to **pages 9 – 11 of Learning English Workbook 4**. Review the 'Read and Learn' sections on **pages 9 – 10**. 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 14 – 15** as homework. Read the passage together with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least two questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
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 write a short introduction of themselves. Get the students to write about their likes and dislikes, what their hobbies are, etc. Remind the students to vary their sentences between simple and compound sentences so that their readers will not get bored with their writing. Let them share their work with the class by encouraging them to read it out in front of the class or pinning it up on the English notice board.