



## Theme: Try This!

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Adverbial phrases (2)</li> <li>Quantifiers (2)</li> </ul>	<ul style="list-style-type: none"> <li>Words related to experiments</li> <li>Suffixes 'tion' and 'sion'</li> </ul>	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

### Lesson Objectives

Students are able to

- use adverbial phrases of manner to tell how something is done,
- use adverbial phrases of place to tell where something is done,
- use words related to experiments,
- answer questions based on a passage.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Science experiment – bowl, pepper, soap, water, big bucket
- A video of 'Liquid Light – Cool Science Experiment'
- Visualizer projector
- Incomplete sentences that have missing adverbial phrases of manner or place

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

- Get ready the materials for the students to do a simple science experiment in the laboratory. Put the students into pairs and brief them on the materials they have. Then, get them to follow the instructions.

**Example:**

- Sprinkle some pepper into the bowl of water. Then, put some soap onto one of your fingers. Dip your finger into the centre of the water. What happens?
- Discuss with the students what they notice when they dip their soapy finger into the water with pepper floating on it. Ask them to think of a probable reason why it happens.

### Lesson (20 min)

- Tell the students that they have just done a simple science experiment. Discuss with them what type of experiments scientists do. Get them to name the place where scientists work and the apparatus that they use. Write the students' responses on the whiteboard.

**Example:**

- test tubes, laboratory, experiments, flasks, Bunsen burner, chemicals
- Next, show the students a video of 'Liquid Light – Cool Science Experiment'. After watching it, discuss with them how the experiment was carried out. Write the students' responses on the whiteboard.

**Example:**

- The three people put on their safety glasses.
- They tilted one glass of chemical liquid to another glass.

3. Select a few sentences that have been written on the whiteboard and add on a phrase behind each of them with a different coloured marker. Tell the students that by doing so, you have elaborated a little more on the sentences.

**Example:**

- The three people put on their safety glasses **in the laboratory**.
- They tilted one glass of chemical liquid to another glass **with great care**.

Pointing to the words that have been written in a different colour, tell the students that they are adverbial phrases. Some adverbial phrases are about manner while others are about place. Explain to them that adverbial phrases of manner tell them how something is done while adverbial phrases of place tell them where something is done. Ask the students leading questions that will allow them to identify the adverbial phrases of manner or place in the sentences on the whiteboard.

4. Elicit from the students to construct sentences using adverbial phrases of manner or place. Write their sentences on the whiteboard. Then, get the rest of the students to identify the type of adverbial phrases used in the sentences.

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

1. Put the students into pairs. Show the students some sentences, one at a time, on the visualizer projector. Get the students to complete them by using adverbial phrases of manner or place. Then, share their answers with the class.
2. Tell the students to turn to **pages 37 – 38 and pages 39 – 40 of Learning English Workbook 4**. Review the 'Read and Learn' section on **page 37**. 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 41 – 42** 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. Let the students watch a short video on doing a science experiment. After that, get them to list out the apparatus and materials needed. They should also write down the procedure of the experiment clearly. Get them to write their findings of the experiment as seen in the video. Share how they write their science experiment with the class.