



## Theme: The Prehistoric World

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"><li>Connectors that tell 'when'</li><li>Connectors that show contrast</li><li>Quantifiers (1)</li></ul>	<ul style="list-style-type: none"><li>Words used in investigation</li><li>Suffixes 'ist', 'er', 'or', 'ent', 'eer' and 'ant'</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 connectors such as 'as', 'when', 'while', 'before' and 'since' to tell when something happens,
- use connectors such as 'yet', 'still' and 'however' to show contrast,
- use quantifiers to tell the number or quantity of something,
- write a story based on pictures with helping words and guiding questions.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Poster of dinosaurs with a meteorite descending on earth at a distance.
- Picture cards of plant-eating dinosaurs, meat-eating dinosaurs, flying reptiles, sea reptiles, etc.
- 10 sentences with their missing connectors ('as', 'when', 'while', 'before', 'since', 'yet', 'still' or 'however') in each of them
- 10 sentences with the missing quantifiers ('all', 'all the', 'each' or 'every') in each of them
- Visualizer projector

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

- Stick the poster of dinosaurs with a meteorite descending on earth at a distance. Discuss with the students what they see in the poster. Write the students' responses on the whiteboard.

**Example:**

- The dinosaurs were drinking in a nearby stream.
- A meteorite fell from the sky at top speed.

### Lesson (20 min)

- Tell the students that they can join two sentences into one using connectors that tell when something happens. Provide an example to the students using two sentences that were given by the students earlier during the 'Introduction'. Write the sentence on the whiteboard.

**Example:**

- The dinosaurs were drinking in a nearby stream when a meteorite fell from the sky at top speed.

Explain to the students that 'when' is used when the second action happens before the first one is completed. Get the students to construct sentences using the connector 'when'. Use a blank piece of paper and place it on the visualizer projector to write the students' responses on.

2. Provide an example to the students using two sentences that were given by the students earlier during the 'Introduction'. Write the sentence on the whiteboard.

**Example:**

- The T-rex roared loudly as it stomped through the forest.

Explain to the students that 'as' is used when one action happens at the same time as another. Get the students to construct sentences using the connector 'as'. Use a blank piece of paper and place it on the visualizer projector to write the students' responses on.

3. Provide an example to the students using two sentences that were given by the students earlier during the 'Introduction'. Write the sentence on the whiteboard.

**Example:**

- The babies were sleeping while the forest burned.

Explain to the students that 'while' is used when one action happens or is happening at the same time as another. It is used with a continuous tense. Get the students to construct sentences using the connector 'while'. Use a blank piece of paper and place it on the visualizer projector to write the students' responses on.

4. Provide an example to the students using two sentences that were given by the students earlier during the 'Introduction'. Write the sentence on the whiteboard.

**Example:**

- The meteorite hit the ground before bursting into flames.

Explain to the students that when two things happen, 'before' is used to talk about the first thing that happens. Get the students to construct sentences using the connector 'before'. Use a blank piece of paper and place it on the visualizer projector to write the students' responses on.

5. Provide an example to the students using two sentences that were given by the students earlier during the 'Introduction'. Write the sentence on the whiteboard.

**Example:**

- The animals were slowly dying of thirst since the rivers dried up.

Explain to the students that 'since' is used to talk about an action in the past that continues into the present. Get the students to construct sentences using the connector 'since'. Use a blank piece of paper and place it on the visualizer projector to write the students' responses on.

6. Tell the students that connectors can also be used to show contrast. Tell them that connectors that show contrast are 'yet', 'still' and 'however'. Provide examples to the students by writing them on the whiteboard.

**Example:**

- The T-rex is a heavy reptile, yet it can run very fast.
- The T-rex is a heavy reptile. Still, it can run very fast.
- The T-rex is a heavy reptile. However, it can run very fast.

Explain to the students that 'yet', 'still' and 'however' are used to emphasize the fact that the second point contradicts the first point in the sentences. Get the students to construct sentences using the connectors 'yet', 'still' and 'however'. Use a blank piece of paper and place it on the visualizer projector to write the students' responses on.

7. Show the students picture cards of a mix of plant-eating and meat-eating dinosaurs. Ask the students if they can construct sentences that show the similarities among all the dinosaurs using 'all' and 'all the'. Write the sentences on the whiteboard.

**Example:**

- All the dinosaurs are reptiles.
- All dinosaurs live on land.

Explain to the students that 'all' and 'all the' are used to give information about the number of something. It is used to show how much or how many something is. 'All' and 'all the' are used to show the plural or uncountable nouns in general.

**Example:**

- All hope was lost when the excavation site was bombed. ('Hope' is an uncountable noun.)

Show more examples using the picture cards of other dinosaurs. Then, get the students to construct sentences using 'all' and 'all the'. Use a blank piece of paper and place it on the visualizer projector to write the students' responses on.

8. Still using the picture cards of plant-eating and meat-eating dinosaurs, get the students to separate the reptiles into plant-eating and meat-eating dinosaurs. Point to the group of plant-eating dinosaurs, use 'each' and 'every' to construct sentences. Write the sentences on the whiteboard.

**Example:**

- Each dinosaur in this group eats plants.
- Every dinosaur in this group eats only plants.

Explain to the students that 'each' and 'every' tell them that there is only one of that thing. Highlight to the students that the noun that follows after 'each' and 'every' is singular. Therefore, the verb that follows is also singular. Show more examples using the picture cards of other dinosaurs. Then, get the students to construct sentences using 'each' and 'every'.

9. Point out to the students that should they use 'each' in 'each of the', the noun that follows must be plural. However, since 'each' is used to refer to only one of that thing, the verb that follows remains singular.

**Example:**

- Each of the dinosaurs has three toes.

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

1. Show the students 10 sentences with their missing connectors on the visualizer projector. Discuss with the students the correct connector ('as', 'when', 'while', 'before', 'since', 'yet', 'still' or 'however') to be placed in the blank for each sentence. Next, show the students another 10 sentences with the missing quantifiers in them. Discuss with the students the correct quantifier ('all', 'all the', 'each' or 'every') to be placed in the blanks.
2. Tell the students to turn to **pages 23 – 28 of Learning English Workbook 4**. Review the 'Read and Learn' sections on **page 23, page 25 and page 27**. 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 36 – 38** as homework. Read the instructions together with the students. Discuss with them what they see in the pictures and elicit from them sentences about them. Write the sentences on the whiteboard. Go through the guiding questions as well. Next, go through the words in the box. Explain to the students words that they may not be familiar with. Let the students write their own titles for their stories.
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 find out interesting facts about their favourite dinosaurs. Get them to list out these facts under the heading: Top 10 Facts You Did Not Know About (name of dinosaur). Tell the students that they should try to use quantifiers and connectors in their writing. Get them to highlight the quantifiers and connectors used in their writing for easy identification when they get to share their work with the rest of the class. You may want to pin their work on the English notice board.