



## Theme: Foreign Lands

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>• Modals</li> <li>• Question tags</li> <li>• Adjectival phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Synonyms (adjectives)</li> <li>• Prefixes 'dis', 'un', 'il', 'ir', 'in' and 'im'</li> </ul>	Answering questions based on a visual text	Writing a story based on pictures using guiding questions and helping words

### Lesson Objectives

Students are able to

1. use prefixes such as 'dis-', 'un-', 'il-', 'ir-', 'in-' and 'im-',
2. use adjectival phrases,
3. write a story based on pictures using guiding questions and helping words.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 4
2. Picture card of a tour guide introducing a country's attraction to the tourists
3. 1<sup>st</sup> set of powerpoint slides on prefixes (refer to the words in the box on page 70)
4. 2<sup>nd</sup> set of powerpoint slides on prefixes (refer to the words in the brackets on page 70)
5. Visualizer projector
6. Red and blue/black markers

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

1. Show the picture card to the students. Discuss with them what they see in the picture and identify the characters. Elicit from the students what each of the characters is doing.

**Example:**

- This picture shows a group of tourists with their tour guide.
- This man is the tour guide.
- These people are the tourists.

Write their sentences on the whiteboard.

### Lesson (20 min)

1. Tell the children that for some sentences, they can use adjectives to describe more about the nouns in them. Use one of the sentences on the whiteboard to explain how adjectives are used.

**Example:**

- This man is the tour guide.
- This tall man is the tour guide.

Explain to the students that the adjective 'tall' describes the noun ('man'). Let the students use other adjectives to describe the noun 'man'.

2. Next, explain to the students that the sentence can also be rewritten to contain an adjectival phrase. Write the sentences on the whiteboard.

**Example:**

- This man is the tour guide.
- This man with a red flag is the tour guide.

Underline the adjective phrase in the sentence. Explain to the students that ‘with a red flag’ is a group of words that plays the role of an adjective to describe the noun. Highlight to the students that an adjectival phrase often comes after the noun. Get the students to use other adjectival phrases to replace the one you have written on the whiteboard.

**Example:**

- This man in a pink shirt is the tour guide.
  - This man in front of the tourists is the tour guide.
3. Use the other sentences on the whiteboard and encourage the students to use adjectival phrases in them. Write their responses on the whiteboard. Underline the adjectival phrases in them.
  4. Next, explain to the students that the job of a tour guide is not easy as he has to lead a group of diverse people in his tour. Tell them that you are going to show them slides on what a tour guide must do to make his group of tourists happy with his service.
  5. Show the students the 1<sup>st</sup> set of powerpoint slides with the context on the tour guide and the tourists to teach prefixes. The pictures or sentences in each slide should show the word and the adding of a suitable prefix to form a new word that is opposite in meaning. Explain to the students that the prefixes ‘dis-’, ‘un-’, ‘il-’, ‘ir-’, ‘in-’ and ‘im-’ are negative, that is, they mean ‘not’ or the ‘opposite of’. Get the students to explain each word and then, guess the meaning of the word when it has a prefix.
  6. Show the students the 2<sup>nd</sup> set of powerpoint slides. Elicit from the students the meanings of each word by getting them to construct a sentence. Write the students’ sentences on the whiteboard. Underline the word that they use in the sentence. After that, go through the sentences that are written on the whiteboard, one at a time. Get them to use a suitable prefix for each underlined word in the sentences. Then, write the new word with its prefix above the underlined word or at the end of the sentence.

**Example:**

- The tourists are happy with the services of the tour guide. (unhappy)
- The letter written by the tourist was logical. (illogical)

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

1. Put the students in pairs. Show them a piece of paper with some sentences with missing adjectival phrases in them on the visualizer projector. Let them discuss with each other what suitable adjectival phrases can be put in the blanks. Then, call for pairs of students to volunteer their answers. Write their answers on the paper itself. Get the rest of the class to decide if the answers given are adjectival phrases.
2. Next, show the students some words without their prefixes ‘dis-’, ‘un-’, ‘il-’, ‘ir-’, ‘in-’ and ‘im-’ in them. Tell the students to classify the words into their respective prefixes. Give them a time limit to complete all the 12 words. After that, discuss the answers with the students.
3. Tell the students to turn to **pages 67 – 68 and page 70 of Learning English Workbook 4**. Review the ‘Read and Learn’ section on **page 67**. 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 74 – 76** as homework. Discuss with the students the situation given on **page 74**. Get the students to underline or highlight the important information that they need to use in their composition. Go through the guiding questions. Explain any words or phrases that the students may not be familiar with. You may want to help the students with the introduction of the story and let them continue the rest. Allow the students to 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. Choose a country that you will like to visit. In your composition, write 10 reasons why you want to visit the country.
2. Do a survey with the class and find out which country most of the students will like to visit. Use a world map to find out where the countries are. Get the students to do research on the countries and find out what interesting attractions they have there. Get them to look for pictures or photos from the internet and share them with the class during the next lesson.