



Lesson Plan For Unit 2 (Part 1)

45 min

Theme: Act and Play

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Main clauses and subordinate clauses	Homophones	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. identify the main clauses and subordinate clauses in a sentence,
2. complete a main clause by providing a subordinate clause,
3. answer questions based on a visual text.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. A short film 'Inbox' by The CurioFilm

Introduction / Warm-up Activity (10 min)

1. Let the students watch the film 'Inbox'. Then, discuss with the students what the film is about. Ask leading questions about the film. Write their sentences on the whiteboard.

Example:

- The girl bought a teddy bear.
- The boy grabbed a box of underwear when he found a girl staring at him.
- The teddy bear disappeared when it was thrown into the bag.

Lesson (20 min)

1. Write the word 'Clause' on the whiteboard. Pointing to the sentences written on the whiteboard, tell the students that the sentences written on the whiteboard are clauses. Explain to them that a clause is a group of words that contains a subject and a verb.
2. Extend two lines from the word 'Clause' on the whiteboard. Tell the students that there are two types of clauses. Write the words 'Main clause' and 'Subordinate Clause' on each of the extended lines.
3. Explain to the students that a main clause is also known as an independent clause. As the name goes, tell the students that it can stand on its own and is a complete sentence by itself. Identify any simple sentences on the whiteboard that the student might have constructed earlier. Tell them that they are main clauses because they are complete sentences.

Example:

- The girl bought a teddy bear.

Next, using one of the other sentences as an example, show the students where the main clause is. Underline the main clause in the sentence. Explain to them why it is easy to identify it as the main clause.

Example:

- The boy grabbed a box of underwear when he found a girl staring at him.

Get the students to look at the other sentences on the whiteboard. Ask the students if they can find a main clause in each of them. Underline the main clause in each of the sentences.

- Next, explain to the students that a subordinate clause is not a complete sentence and does not make sense on its own. A subordinate clause needs more information so that the reader can understand what it means. Identify the subordinate clauses in the sentences on the whiteboard that the student constructed earlier. Using one of the sentences as an example, show the students where the subordinate clause is. Underline the subordinate clause in the sentence.

Example:

- The boy grabbed a box of underwear when he found a girl staring at him.

Explain to the students that besides not making sense on its own unless more information is given about it, a subordinate clause usually starts with a subordinate conjunction. Let the students provide you with examples of subordinate conjunctions such as 'because,' 'since,' 'whenever,' etc.

- Highlight to the students that when a subordinate clause is joined to a main clause, a complex sentence is formed. Underline the main clause and subordinate clause for each of the sentences using two different coloured markers.

Additional Activities / Closure (15 min)

- Put the students in groups. Give each group a buzzer or a bell. Tell the class that you have a list of sentences and you need the groups to identify the main clauses and subordinate clauses in the sentences depending on your question. The group that hits the buzzer or rings the bell first gets to answer the question. Two marks are awarded to the group that answers the question correctly first. If the answer is wrong, another group is allowed to answer it for one point. The list is then placed on the visualizer projector. Show the class the sentences one at a time. At the end of the activity, total the points and check which group has the most points.
- Tell the students to turn to **pages 15 – 16 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **pages 15 – 16**. 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

- Ask the students to complete **pages 18 – 20** as homework. Go through the visual text with the students. Explain any words or phrases that may be unfamiliar to them. Go through at least three questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
- They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

- Put the students into groups of 4 or 5. Give them three sentences that contain a main clause and a subordinate clause. Tell them that they have to come up with a short scene that has the three sentences in it. Encourage each group to have all its members in the scene as they have to act it out in front of the class during the next lesson.
- Get the students to create 3 main clauses and write them on a piece of paper. Collect the papers from the students and go through them during your spare time. Then, hand out the papers to the class, ensuring that each student has a different piece from the one they wrote. Let them write the subordinate clauses to the sentences that they have received.