

**Theme: Who Did It?**

Focus:	Grammar	Vocabulary	Comprehension	Writing
	To-infinitives and infinitive clauses	Language for vivid description	Answering questions based on a passage	Writing a story based on pictures using guiding questions

**Lesson Objectives**

Students are able to

1. describe something more clearly and vividly with the use of adjectives, adverbs and other noun phrases,
2. answer questions based on a passage.

**Resources**

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Picture cards showing nouns such as people or scenes of crime
3. A stack of cards with adjectives written on each of them (Refer to the words in the box on page 3.)
4. A stack of cards with adverbs written on each of them (Refer to the words in the box on page 3.)
5. A stack of cards with noun phrases written on each of them (Refer to the words in the box on page 3.)
6. Video of 'Guess Who Did It' (Video shows three dogs being questioned by their owner about the mess that she has found.)
7. A box that has been wrapped in about 10 layers of white paper (On some layers, stick a picture of a scene and write an adjective, adverb or noun phrase that the students have to use to describe it vividly.)

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

1. Show the students the two picture cards, one at a time. Discuss with them who they see in the picture cards. Write the students' responses on the whiteboard.

**Example:**

- girls / a man

2. Tell the students that the words 'girl' and 'man' on the whiteboard are nouns. Discuss with the students how they can describe the nouns clearer and more vividly. Elicit from them based on the pictures they see on the picture cards. Write their responses on the whiteboard. Ensure that their responses are in complete sentences.

**Example:**

- A group of sweet-looking girls about 5 years of age with their hair tied up in pony tails on the right side of their heads was standing on the stage nervously.

## Lesson (20 min)

1. Pointing to the nouns written on the whiteboard and then, to the longer phrases that were constructed by the students based on the nouns, tell the students that adjectives, adverbs and other noun phrases can be used to make a description of something clearer and more vivid.
2. Refer to the sentences and discuss with them the instances where adjectives are used. Recapitulate with the students that adjectives are describing words and that they modify the nouns. Then, underline the adjectives in the sentences.

### *Example:*

- A group of sweet-looking girls about 5 years of age with their hair tied up in pony tails on the right side of their heads was standing on the stage nervously.
3. Next, get the students to identify the adverbs in the sentence. Refer to the sentences and discuss with them the instances where adverbs are used. Recapitulate with the students that adverbs are added to verbs to modify their meanings. Then, underline the adverbs in the sentences.

### *Example:*

- A group of sweet-looking girls about 5 years of age with their hair tied up in pony tails on the right side of their heads was standing on the stage nervously.  
Point out to the students that the adverb 'nervously' in the sentence tells how the girls were standing on the stage.
4. Lastly, get the students to identify the noun phrases in the sentence. Refer to the sentences and discuss with them the instances where noun phrases are used. Recapitulate with the students that a noun phrase is a groups of words that acts like a noun in a sentence. Then, underline the noun phrases in the sentences.

### *Example:*

- A group of sweet-looking girls about 5 years of age with their hair tied up in pony tails on the right side of their heads was standing on the stage nervously.
5. Show the students some other picture cards. Get the students to use adjectives, adverbs and other noun phrases to construct sentences about the pictures. Write their responses on the whiteboard. Get the students to tell you where the adjectives, adverbs and other noun phrases in the sentences are and circle / underline them.

## Additional Activities / Closure (15 min)

1. Put the students in groups. Tell the class that you have three stacks of cards. Tell the students that one stack of cards contains adjectives, another stack contains adverbs and the last stack contains noun phrases. Tell the students that you will pick a card from each stack. Therefore, you will have an adjective, an adverb and a noun phrase. The group members have to come together to construct a sentence using the three word cards that you have picked. Get them to write their sentence on a piece of paper. Then, ask each group to select a member to share their sentence with the rest of the class.
2. Tell the students to turn to **pages 3 – 4 of Learning English Workbook 6**. Review the 'Read and Learn' section on **page 3** before reading the instructions given in the exercises together. 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 4 – 8** as homework. You may want to read the passage with the students, stopping at certain points in the passage to question the students on their understanding of the story so far. Elicit the answers from the students when you go through the questions with them.
2. They 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 funny video of ‘Guess Who Did It’. Put the students into groups and get them to come up with a story with the same title ‘Guess Who Did It’. Remind the students to be creative in writing their story. Then, let the students act their story out or get them to make a video as a mini project to show the rest of the class.
2. Let the students sit in a circle to play the game ‘Pass the Parcel’. Tell the students as the music is being played, the students must pass a parcel to the person seated next to them. When the music stops, the person who is holding on to the parcel has to tear the first layer of wrapping paper to see if there is any instruction accompanying the picture below it. If there is, he has to construct a sentence about the picture, making sure that the sentence contains an adjective, adverb or a noun phrase as indicated in the instruction. The game continues until the last layer of the parcel is torn off.