

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. list out infinitives of verbs,
2. write sentences using the 'to-infinitive',
3. use the infinitive clause to tell more about the main clause in the sentence,
4. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. 1st set of picture cards showing only the action verbs
3. 2nd set of picture cards show in more detail e.g. people such as detective, Sherlock Holmes, or policemen doing the action verbs in 1st set
4. Red and blue/black markers
5. Sheets of paper that have sentences with infinitive clauses in them
6. Visualizer projector

Introduction / Warm-up Activity (10 min)

1. Show the students the 1st set of picture cards, one at a time. Ask the students to identify the action shown on each picture card.

Example:

- run, clap, hold, stand

Stick the picture cards on the whiteboard. Write the verbs below the picture cards. Tell the students that the action words that are written on the whiteboard are called infinitives of verbs. Write the words 'infinitives of verbs' on the whiteboard. Tell them that infinitives of verbs are verbs in their base form.

Lesson (20 min)

1. Show the students the 2nd set of picture cards, one at a time. Construct a simple sentence about the picture using the infinitive of the verb written below it. Then, write it on the whiteboard.

Example:

- Sherlock Holmes wanted to run.

Underline the words 'to run' in the sentence. Tell the students that the word 'to' is placed just before the infinitive form of the verb. When this is so, it is called the 'to-infinitive'. Write the words 'to-infinitive' on the whiteboard. Then, get the students to construct simple sentences about the remaining pictures on the whiteboard using the infinitives of the verb written below them. Write their sentences on the whiteboard. Get the students to identify the 'to-infinitive' in the sentences they constructed by underlining them.

- Next, show the students some sentences on the visualizer projector, one at a time.

Example:

- The investigator bent down to pick up a cigarette butt on the ground.

Ask the students to identify the main clause in the first sentence shown to the students. Then, underline the infinitive clause in the sentence. Explain to the students that the underlined words are collectively known as an infinitive clause. Point out to the students that the infinitive clause is used to tell more about the main clause in the sentence. Provide the students with more examples to show how the infinitive clause works.

Additional Activities / Closure (15 min)

- Put the class in groups and then have each group sit in a row. Tell them that they are going to play 'Broken Telephone'. The first member of each group will get a sentence from you. The member then has to pass on the sentence to the next member seated on the floor who will then pass on the same sentence to the third member and so on. When the sentence gets passed to the last member in the group, he has to go to the whiteboard and write the complete sentence out. He also has to underline the infinitive clause. The group gets 2 points for writing the perfect sentence and 1 point for underlining the infinitive clause correctly. There will be situations where the sentence is not correct, thus the message that was relayed had broken down. In such cases, deduct the points accordingly. The group member who had written the sentence on the whiteboard is then moved to the head of the row and gets the next sentence from you to be passed on to his group members. The group that has the most points wins.
- Tell the students to turn to **pages 1 – 3 of Learning English Workbook 6**. Review the 'Read and Learn' section on **page 1** 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

- Ask the students to complete **page 9** as homework. Study the pictures with the students. Get them to come up with the vocabulary to describe the pictures. Write the words on the whiteboard. Go through the guiding questions. Elicit ideas from the students how to go about writing their story. Remind the students that they do not have to use all the pictures.
- They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

- Tell the students that they are going to play detectives. Prior to the lesson, select four students (without the knowledge of the other students) and get them to make their thumb prints on a piece of paper (Paper A). Select one of them to do his / her thumbprint again on another piece of paper (Paper B). Now, show the class Paper A and tell them that the thumbprint was found at a crime scene and is likely to belong to a suspect whom they want to question about a case. Then, show the students Paper B and get them to identify which of the four thumbprints is similar to the one found at the crime scene. After identifying the correct suspect, encourage the students to find out more about their fingerprints and how fingerprints are obtained at a crime scene. Then, share their findings with the class during the next lesson.