



Lesson Plan For Unit 4 (Part 1)



45 min

Theme: Get the Picture?

Focus:

Grammar	Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"> Gerunds and gerund phrases Appositives 	Action verbs	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

- use gerunds and gerund phrases,
- combine sentences using appositives,
- correctly punctuate appositive phrases,
- answer questions based on a visual text.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 6
- Picture cards of students doing some actions
- Red and blue / black markers
- A sheet of paper with sentences with gerunds
- A sheet of paper with sentences with gerund phrases
- A sheet of paper with sentences with appositives (Ensure that the appositives in the sentences are taped over with pieces of paper.)
- Visualizer projector

Introduction / Warm-up Activity (10 min)

- Show the students the picture cards of students doing some actions. Stick the picture cards on the whiteboard. Elicit from the students the actions that are shown in the picture cards. Then, write the verbs below each card. You may want to provide a short sentence that can be applied for all the picture cards so that the students will only need to provide the verbs.

Example:

- The students swim / litter / cry.
- Write the word 'Verbs' above the picture cards and elicit from the students what verbs are. Circle the verbs in each of the sentences.

Lesson (20 min)

- With reference to the picture cards, show the students sentences with gerunds in them using the visualizer projector.

Example:

- Swimming is a favourite pastime among these students.
- Littering is prohibited.

Underline the gerunds in each of the sentences. Explain to the students that gerunds are nouns formed from verbs. Point out to the students that gerunds are formed by adding '-ing' to the end

of a verb. Tell the students that gerunds are used to express an action or the state of someone or something. Write the word 'Gerunds' on the sheet of paper showing the sentences. Then, get the students to list other gerunds that they know. Write the students' responses on the whiteboard.

2. Highlight to the students that gerunds need not always be placed at the beginning of sentences. Provide them with examples where the gerunds are placed elsewhere in sentences.

Example:

- Sue likes swimming.

3. Next, provide the students with sentences that contain gerund phrases. Place the sheet of paper with the sentences on the visualizer projector. Show the sentences, one at a time, to the students.

Example:

- Shopping for new furniture for their house excites Mrs Taylor.

Underline the gerund phrase in the first sentence. Explain to the students that the gerund phrase includes the gerund, its modifiers and the words that complete the idea begun by the gerund. Write the word 'Gerund phrases' on the sheet of paper showing the sentences. Get the students to identify the other gerund phrases in the sentences. Then, get the students to list other gerund phrases that they know. Write the students' responses on the whiteboard.

4. Highlight to the students that the gerund phrases, like the gerunds, do not necessarily appear at the beginning of the sentence.

Example:

- Mrs Taylor is excited about shopping for new furniture for their house.

5. Show the sheet of paper containing sentences with appositives in them on the visualizer projector. Ensure that all the appositives in the sentences except the first one are taped over with a piece of paper so that the students cannot see the words. Get the students to read the sentences, one at a time.

Example:

- Sandra, my next door neighbour, broke the window.

Underline the words 'my next door neighbour' and tell the students that they are called an appositive. Explain to the students that an appositive describes the word that comes right before it and is set off or separated from the rest of the sentence with commas. In the example, ask the students what the appositive is describing (i.e. 'Sandra') and point out to them where the commas are placed.

6. Uncover the other remaining sentences, one at a time. Ask the students to point out the appositive in each of them and identify what it is describing.
7. Highlight to the students that appositives do not always appear in the middle of the sentences. Provide the students with examples to show them that appositives can also appear at the end of the sentences.

Example:

- We have finished reading 'Jane Eyre,' a book written by Charlotte Bronte.

Let them tell you that when appositives appear in this way, the comma is placed before the appositive and the full stop is placed at the end to indicate that the sentence is complete.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Tell the students that they will be given a sheet of paper which contains 5 questions. Each question has two sentences which they have to combine into one sentence

using an appositive phrase. You may want to show them an example on how this is done so that the students can proceed to do their pair work after that.

Example:

- Brownie is a shaggy dog. He has been my pet for almost ten years.
- Brownie, a shaggy dog, has been my pet for almost ten years.

After the students have completed doing the 5 questions in pairs, come together and discuss the answers as a class.

2. Tell the students to turn to **pages 39 – 42 of Learning English Workbook 6**. Review the 'Read and Learn' sections on **page 39 and pages 40 – 41** 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 44 – 47** as homework. Go through the visual text with the students. 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. You may want to select a composition theme that the students have already written before. Tell the students that you are returning their work to them so that they can improve it by using appositives or gerunds / gerund phrases. They can work individually or in pairs when rewriting their compositions. Should they work in pairs, encourage the students to critique positively the other's work and suggest areas where appositives can be used or where gerunds / gerund phrases can be implemented.