



Theme: The Animal World

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Direct and indirect objects • Subject-verb agreement (collective nouns) 	<ul style="list-style-type: none"> • Suffixes 'ous', 'ful' and 'less' • Animal names used as verbs 	Answering questions based on a visual text	Writing a story based on pictures using guiding question and helping words

Lesson Objectives

Students are able to

1. identify direct and indirect objects in a simple sentence,
2. use animal names as verbs,
3. write a story based on pictures using helping words and guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 4
2. 1st set of powerpoint slides showing the word as nouns (refer to the words in the box on **page 4, II**)
3. 2nd set of powerpoint slides showing the words as verbs (refer to the words in the box on **page 4, II**)
4. 3rd set of powerpoint slides showing the words as nouns and verbs (refer to the words in the box on **page 4, II**)
5. A piece of paper with 5 simple sentences showing the subject and verb
6. A piece of paper with simple sentences showing direct and indirect objects
7. Visualizer projector
8. Colour pens
9. Word cards with subject, verb, direct object and indirect object written on each of them
10. 4 different bags of different colours to place the 4 different sets of word cards in them

Introduction / Warm-up Activity (10 min)

1. Show the first set of powerpoint slides to the class showing the words on each slide as nouns. Get the students to identify the animal shown on each slide for the first set of powerpoint slides.
2. Then, show the students the 2nd set of powerpoint slides with the words as verbs. Get them to guess from each picture what it is trying to show. At this point, do not enforce that the students have to recognize that each picture in the 2nd set is actually a word from the 1st set.

Lesson (20 min)

1. Tell the students that some animal words can be used as verbs. Go through the 3rd set of powerpoint slides. For this set, each slide which shows the animal word is divided into two

parts: the left side shows the picture of the animal while the right side shows the animal word used as a verb.

Example:

- Left side – A duck is swimming in the pond.
- Right side – Duck your heads when the kite comes swooping above your heads.

Explain to the students the meaning of each of the verbs used on the right side of each slide with reference to the pictures shown. Then, get the students to construct sentences using those verbs as well. Write their sentences on the whiteboard.

2. Place a piece of paper with simple sentences on the visualizer projector.

Example:

- I walk.

Get the students to identify the subject ('I') and the verb ('walk') in the sentence. Get the students to identify both the subject and verb in another 5 more simple sentences.

3. Place another piece of paper with simple sentences showing direct and indirect objects on the visualizer projector.

Example:

- The tigress killed the deer for her family.

Elicit from the students the subject and the verb in the sentence.

4. Then, explain to the students that you are going to show them the direct and indirect objects in the sentence. Ask the students who or what is receiving the action.

Example:

- What is getting killed?

Let the students answer the question. Write the words 'direct object' above the word 'deer'. Tell the students that by asking that question, they have found the direct object to the action used.

5. Get the students to answer the question 'to whom', 'for whom', 'to what' or 'for what' to find the indirect object in the sentence.

Example:

- For whom did the tigress kill the deer?

Let the students answer the question. Write the words 'indirect object' above the word 'family'.

6. Go through another set of sentences on the visualizer projector and get the students to identify the subject, verb, direct object, and indirect object in each of them. Write the letters 's' for 'subject' and 'v' for 'verb' above the correct words in each sentence. Underline the direct and indirect objects using different coloured pens.

Additional Activities / Closure (15 min)

1. Show the students 4 bags on the table. Tell them that 4 students will be called upon to pick a word card from each bag labeled 'Subject', 'Verb', 'Indirect object' and 'Direct object'. After showing the words they have picked to the class, they are given one minute to construct a sentence using the word cards. They have to make sure that their sentence contains the subject, verb, direct and indirect object. You may want to write their sentence on the whiteboard so that the rest of the students can read it. Get the class to check if the sentences are constructed correctly.
2. Tell the students to turn to **pages 1 – 2 and page 4 of Learning English Workbook 4**. Review the 'Read and Learn' section on **page 1**. 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 **page 7** as homework. Read the instructions given on **page 7** with the students. Get the students to answer the questions. Write their responses down on the whiteboard. Tell them they can choose how to end the story realistically. Read the words in the box below the pictures. Explain to the students any words that they might be unfamiliar with. You may want the students to suggest some titles they can use for their writing.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to find out more about their favourite animal by doing research via the Internet or going to the library. Let them write down some fascinating facts about the animal of their choice which they think their classmates might not know. Let them share their findings with their classmates in the next lesson.