



Lesson Plan For Lesson 20



40 min

Theme: My Classroom

Focus: Adjectival Phrases Using 'On', 'In', 'Under', 'Behind' and 'Near'

Lesson Objectives

Students are able to

1. describe the things they see in their classroom using adjectival phrases,
2. identify adjectival phrases in sentences,
3. complete adjectival phrases using the correct prepositions,
4. join sentences using adjectival phrases.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 4
2. List of adjectival phrases (for Optional Activity)
3. Writing paper or an English exercise book (for Optional Activity)

Introduction / Warm-up Activity (5 min)

1. Get two students to come to the front of the class. Direct one student to stand behind a chair and the other to stand next to the chair. Ask the rest of the class to identify their classmate.

Example:

- Who is Amanda?

Encourage them to answer by referring to where the student is standing. Then form a complete sentence for them using adjectival phrase.

Example:

- The student behind the chair is Amanda.

2. Repeat this activity as many times as possible. You may want to use items found in the class as well.

Example:

- The pencil under the table belongs to Jared.

3. Write the sentences on the board. Underline the adjectival phrases.

Lesson (10 min)

Adjectival Phrases Using 'On', 'In', 'Under', 'Behind' and 'Near'

1. Direct the students to **page 99 of Learning Grammar Workbook 4**. Read the examples to them.
2. You may want to ask them which nouns the adjectival phrases are referring to.
3. You may want to introduce the students to the preposition 'from'. Ask them questions about the students they know in school.

Example:

- Who is the head prefect?
Then show the answer to the student.

Example:

- Brenda Teo from Pr 6A is the head prefect.
Write the sentence on the board and underline the adjectival phrase.

4. Make a sentence with an adjectival phrase. Get the students to stand in appropriate places to make the sentence true.

Example:

- The boy on the chair is the class monitor.
The class monitor then has to sit on the chair.

5. You may want some students to make sentences and then get their classmates to move to the indicated places in the sentences to make them true.
6. Write the sentences on the board. Underline the adjectival phrases.

Classroom Activities / Assessment (15 min)

1. Let the students complete **Exercise 59 and 60, pages 100 – 102** on their own.
2. Facilitate the students' learning by walking around to check their answers.
3. You may want them to underline the nouns that the adjectival phrases are describing.

Additional Activities / Closure (10 min)

1. Divide the class into pairs. Direct them back to **page 99**. Instruct each pair to take out two items from their bags and place them in a position of their choice. Get them to take turns placing the items and then coming up with sentences about the items.

Example:

- The eraser on the floor belongs to John.
2. Get them to write the sentences on the page.
 3. You may want to let them move around the class to place their items.
 4. Let them share their sentences with the class.

Optional Activities

1. Ask the students to complete **Exercise 61, pages 103 – 104** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to go through one question in **Exercise 61** in class before the students take the exercise home.
4. You may want to give the students some adjectival phrases such as 'on the road', 'under the tree' etc and get them to write sentences about them.
5. Encourage them to be as creative as possible. Let them create humorous sentences if they can.
6. You may want them to write their sentences on writing paper or in an English exercise book.
7. Get them to share their sentences with the rest of the class.