



Institut Pendidikan Guru Kampus Dato' Razali Ismail

Language Description Tutorials

Lesson Plans for LDS for PPISMP Sem 2 in 2011



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Language Description Tutorials

Introduction

In the first semester of 2011, English Training Fellows at IPGKDRI were asked to teach tutorials with the four PPISMP (Semester 2) classes.

These are some lesson plans and resources from the lessons TF Ruth Wickham taught during that time.

The four classes each had 33 students, and the classrooms were old, crowded and poorly ventilated. The lessons were designed to be minimum resource lessons. The intention was to not only help the students improve their understanding of Language Description in English, but to teach it in a fun and interesting way, and to demonstrate a few teaching ideas that will be useful to them when they become teachers in a few years.

The students had a good understanding of most of the basic issues in Language Description, but struggled especially with Phrases, and types of phrases, and Clauses, and types of clauses.

LESSON: Noun Phrase Story

Student Outcome: Students will become thoroughly familiar with the constituents of a Noun Phrase.

- A. Teach constituents of a Noun Phrase – use worksheet.
- B. Apply principles using a traditional story such as:

The Gingerbread Man

1. Tell the story using as many characters as is suitable – many versions use different characters. There should be

- Little Old Woman
- Little Old Man
- Gingerbread Man
- Various animals (cat, dog, goat, cow, horse ...)
- Fox

Note each character – on the board – and get the class to join in on the two choruses:

“Stop! Stop! I want to eat you for my tea!”

“Run! Run as fast as you can! You can’t catch me - I’m the Gingerbread Man!”

2. Put the students in groups, and assign each group a character. Ask them to embellish on the character’s name with a descriptive noun phrase. Remind them of the information in the worksheet, and that (although there could be a verb in the subordinate clause) this is not a sentence.

3. Get the whole class to retell the story, with groups reading together (or an individual from each group) the noun phrase for each character as their part in the story is reached, and teacher/student filling in the other parts of the story.

Alternatively each group could tell the story, embellishing all of the characters.

Student Work Sheet about Noun Phrases:

Student Name(s)

A **noun phrase** often includes a determiner, modifiers, and a noun.

Determiner	Modifier(s)	Noun
articles, quantifiers, numbers, possessive adjectives (e.g. my, your, their) and demonstrative adjectives (e.g. this, that, these, those)	adjectives, nouns, possessive forms (of nouns), adverb-adjective combinations	

A **noun phrase** can also include a subordinate clause, for example:

Determiner	Modifier(s)	Noun	Subordinate clause
The		woman	I told you about last Thursday

Noun phrases can also include prepositional phrases, for example:

Determiner	Modifier(s)	Noun	Prepositional Phrase
The		trouble	with young people

NOTE: These are not sentences. They do not contain a complete idea. They do not contain a verb unless it is in the subordinate clause. In a sentence the whole Noun Phrase is the subject or object.

Develop the following into noun phrases:

Determiner	Modifier(s)	Noun
		car
		tree
		illness
		hope
		environment

Determiner	Modifier(s)	Noun	Subordinate clause or prepositional phrase
		pillow	
		capsule	
		love	

TESL 4: Thursday 3rd March 2011. Mrs Ruth Wickham

A version of the story:

The Gingerbread Man



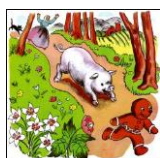
Once upon a time a little old woman and a little old man lived in a cottage. One day the little old woman made a gingerbread man. She gave him currants for eyes and cherries for buttons. She put him in the oven to bake.



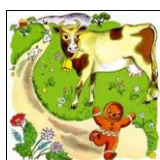
The little old woman and little old man were very hungry and wanted to eat the gingerbread man. As soon as he was cooked, the little old woman opened the oven door. The gingerbread man jumped out of the tin and ran out of the open window shouting, 'Don't eat me!'



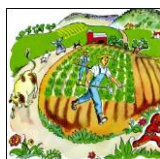
The little old woman and little old man ran after the gingerbread man. 'Stop! Stop!' they yelled. The gingerbread man did not look back. He ran on saying, 'Run, run as fast as you can! You can't catch me, I'm the gingerbread man!'



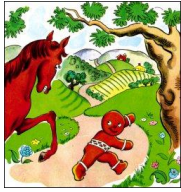
Down the lane he sped when he came to a pig. 'Stop! Stop! I would like to eat you,' shouted the pig. The gingerbread man was too fast. He ran on saying "Run, run as fast as you can. You can't catch me, I'm the gingerbread man.



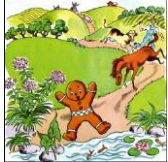
A little further on he met a cow. 'Stop! Stop! little man,' called the hungry cow, 'I want to eat you.' Again the gingerbread man was too fast. He sped on down the road saying, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."



The cow began to chase the gingerbread man along with the pig, and the little old woman. But the gingerbread man was too fast for them.



It was not long before the gingerbread man came to a horse. 'Stop! Stop!' shouted the horse. 'I want to eat you, little man.' But the gingerbread man did not stop. He said, 'Run, run as fast as you can. You can't catch me, I'm the gingerbread man.'



The horse joined in the chase. The gingerbread man laughed and laughed, until he came to a river. 'Oh no!' he cried, 'They will catch me. How can I cross the river?'



A sly fox came out from behind a tree. 'I can help you cross the river,' said the fox. 'Jump on to my tail and I will swim across.'
'You won't eat me, will you?' said the gingerbread man.
'Of course not,' said the fox. 'I just want to help.'



The gingerbread man climbed on the fox's tail. Soon the gingerbread man began to get wet. 'Climb onto my back,' said the fox. So the gingerbread man did. As he swam the fox said, 'You are too heavy. I am tired. Jump onto my nose.' So the gingerbread man did as he was told.



No sooner had they reached the other side, than the fox tossed the gingerbread man up in the air. He opened his mouth and 'Snap!' that was the end of the gingerbread man.



Determiner:

Modifiers:.....

**Gingerbread
Man**

Subordinate clause or prepositional phrase

.....

Determiner:

Modifiers:

**Old
Man**

Subordinate clause or prepositional phrase

.....

Determiner:

Modifiers:

**Old
Woman**

Subordinate clause or prepositional phrase

.....



Determiner:

Modifiers:

Cat

Subordinate clause or prepositional phrase

.....

Determiner:

Modifiers:

Dog

Subordinate clause or prepositional phrase

.....

Determiner:

Modifiers:

Goat

Subordinate clause or prepositional phrase

.....



Determiner:

Modifiers:

Horse

Subordinate clause or prepositional phrase

.....

Determiner:

Modifiers:

Cow

Subordinate clause or prepositional phrase

.....

Determiner:

Modifiers:

Fox

Subordinate clause or prepositional phrase

.....



LESSON: Sentences and Phrases

Student Outcome: Students will become more comfortable with phrases and sentences.

The Court of King Caractacus

1. Present the song “Court of King Caractacus” as a dictation. Encourage students to write any / as many words as they hear and/or recognise.

Each line is repeated four times. As the song adds words to the beginning of the line, students should start writing about half-way down their page.

Listen to the whole song.

2. Discuss words that they have heard, check meanings, listen to whole song piece by piece.

3. Look at each line and discuss grammatical form – sentence, phrases, clauses, subject and predicate etc.

4. Play whole song again.



The House that Jack Built

1. Present first line: "This is the house that Jack built" – discuss grammatical form.
2. Present and discuss next two lines.
3. Partner Activity – use worksheet as a jigsaw activity and students question each other to complete the poem together.
4. Discuss words, grammatical form, and then practice whole poem together.
5. Students in groups develop their own version of the poem starting with:
"This is the _____ that _____ ..."
6. Students present their poems to the class.

The Court of King Caractacus

Now the ladies of the harem of the court of King Caractacus were just passing by.
Altogether, now the ladies of the harem of the court of King Caractacus were just passing by.
Now the ladies of the harem of the court of King Caractacus were just passing by.
Now the ladies of the harem of the court of King Caractacus were just passing by.

Now the noses on the faces of the ladies of the harem of the court of King Caractacus were just passing by.
Altogether, now the noses on the faces of the ladies of the harem of the court of King Caractacus were just passing by.
Now the noses on the faces of the ladies of the harem of the court of King Caractacus were just passing by.
Now the noses on the faces of the ladies of the harem of the court of King Caractacus were just passing by.

[Now the boys who put the powder on the noses on the faces of the ladies of the harem of the court of King Caractacus were just passing by.]

[Repeat 4 times]

Now the fascinating witches who put the scintillating stiches in the britches of the boys who put the powder on the noses on the faces of the ladies of the harem of the court of King Caractacus, were just passing by.

[Repeat 4 times]

Now if you want to take some pictures of the fascinating witches who put the scintillating stiches in the britches of the boys who put the powder on the noses on the faces of the ladies of the harem of the court of King Caractacus...

...you're too late! Because they've just... passed... by!

Music available at:

<http://www.youtube.com/watch?v=wP2ITVsOMIQ&feature=related>

<http://www.youtube.com/watch?v=enfvnRMVh9g&feature=related> (basil brush)

The House That Jack Built

This is the house that Jack built.
This is the malt that lay in the house that Jack built.
This is the rat that ate the malt
That lay in the house that Jack built.
This is the cat that killed the rat
That ate the malt that lay in the house that Jack built.
This is the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the cock that crowed in the morn
That waked the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the farmer sowing his corn
That kept the cock that crowed in the morn
That waked the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

That belonged to the farmer sowing his corn
That kept the cock that crowed in the morn
That waked the priest all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

*[Some versions use "cheese" instead of "malt",
"judge" instead of "priest", "rooster" instead of
"cock", the older past tense form "crew"
instead of "crowed", or "chased" in place of
"killed".]*



This is the horse and the hound and the horn

This is the house that Jack built.

This is the malt
That lay in the house that Jack built.

This is the _____

This is the cat,
That killed

This is the _____

This is the cow with the crumpled horn,
That tossed the

This is the _____

This is the man all tattered and torn,
That kissed the

This is the _____

This is the cock that crowed in the morn,
That waked the

This is _____





This is the house that Jack built.

This is the _____

This is the rat, That ate

This is the _____

This is the dog,
That worried the

This is the _____

This is the maiden all forlorn,
That milked the

This is the _____

This is the priest all shaven and shorn,
That married the

This is the _____

This is the farmer sowing his corn,
That kept the



LESSON: Understanding non-finite clauses

Student Outcome: Students will recognise and create non-finite clauses.

1. Class discussion revision of phrases, clauses, sentences.

Focus on clauses – finite: main / independent, subordinate / dependant

- non-finite: infinitive, participle.

NB: Finite refers to time.

2. Students (in pairs) complete worksheet reminding them of clause constituents.

Students make changes to clauses in sentences to make one finite clause non-finite.

3. Use same original sentences in rap for stress and intonation practice.

4. Set of 8 worksheets with practice of non-finite / finite clauses.

Student Worksheet

Name Date

Read the following definition of finite:

The adjective **FINITE** has 2 senses:

1. Bounded or limited in magnitude or spatial or temporal extent
2. Of verbs; relating to forms of the verb that are limited in time by a tense and (usually) show agreement with number and person.

Finite Clauses (containing finite verb):

- Main Clause / Independent Clause – if this is by itself, then it is a Sentence.
- Subordinate Clause / Dependent Clause

Non-finite Clauses:

- Infinitive Clause – containing Infinitive Verb (“to -”)
- Participle Clause – containing participle verb (“-ing”, “-ed”)

Look at this sentence:

She felt very happy when she left the store.

Changing the first clause to a non-finite, participle clause:

Feeling very happy, she left the store.

Look carefully at these sentences:

He was very surprised when he opened the drawer. He had never seen so much money before.

Changing the second clause to a non-finite, participle clause:

Never having seen so much money before, he was very surprised when he opened the drawer.



Change one or two clauses to non-finite clauses and rewrite the sentences.

(Watch out for sentences where each clause has a different subject.)

1. She felt very happy when she left the store. She had never bought a computer before.

.....
.....

2. He looked very nervous when he knocked on the door. He had never gone out on a date before.

.....
.....

3. She felt very weak, and she had a sore throat. She had never had the 'flu before.

.....
.....

4. He felt very proud when his guests asked for more. He had never baked a pie before.

.....
.....

5. She felt very foolish when her food hit the floor. She had never eaten with chopsticks before.

.....
.....

6. He looked very scared when it started to roar. He had never been close to a lion before.

.....
.....

7. She was very annoyed when he started to snore. He had never made so much noise before.

.....
.....

8. He was very surprised when he opened the drawer. He had never seen so much money before.

.....
.....



Non-Finite Clauses Worksheets

Rewrite the sentences replacing the italic part with a present participle.

1. *She was talking to her friend* and forgot everything around her.

2. *Since we watch the news every day* we know what's going on in the world.

3. *They are vegetarians* and don't eat meat.

4. *The dog wagged its tail* and bit the postman.

5. *While she was tidying up her room* she found some old photos.

6. *He was a good boy* and helped his mother in the kitchen.

7. *As they didn't have enough money* they spent their holidays at home last year.

8. The man was sitting in the cafe. *He was reading a paper.*

9. *Since I didn't feel well* I didn't go to the cinema.

10. *She walked home* and met an old friend.



Rewrite the sentences replacing the italic part with a past participle.

1. I have a cat *that is called Tari*.

2. The dinner was more expensive *than they had expected*.

3. *He was accused of murder* and arrested.

4. *She was shocked by the bad news* and burst into tears.

5. *The event is organised by our team* and will surely be a great success.

6. *The film is based on real events* and tells the story of a reporter.

7. *She was born in Hollywood* and knows all the famous movie stars.

8. *The car was taken to the garage*. It was repaired within an hour.

9. *She was admired by everyone* and began to grow arrogant.

10. *He was dumped by his girlfriend* and felt really lousy.



Combine the clauses using participle constructions (Present Participle or Past Participle).

1. The boy who carried a blue parcel crossed the street.

2. The battle was fought at this place. The battle was very significant.

3. She lay in her bed and wept bitter tears.

4. The books which were sent to us are for my aunt.

5. She stood at the corner and talked to her friends.

6. The children went from house to house. They played trick or treat.

7. He was very tall. He became a basketball player.

8. He was waiting in the hall. He overheard a conversation.

9. The picture which was stolen from a museum was offered on Ebay.

10. The song which was sung last night is still in my head.



Combine the clauses using participle constructions (Present, Past or Perfect Participle).

1. We were sitting in the bus shelter and waited for the rain to stop.

2. The documentation which was telecast last Tuesday was impressive.

3. We had great fun at the party. We played silly games.

4. He had saved a little money. He travelled to Australia.

5. They were chatting along and didn't see the car coming.

6. The reception had been prepared carefully and was a great success.

7. He was picked up by his mother and didn't have to wait for the bus.

8. She had finished her degree and started to work for an international company.

9. She was listening to the radio and didn't hear the doorbell.

10. The room had not been tidied up yet and looked like a battlefield.



Rewrite the sentences replacing the italic part with a perfect participle.

1. *We switched off the lights* before we went to bed.

2. *The boy asked his mother's permission* and then went out to play.

3. *As he had drunk too much*, he didn't drive home himself.

4. *We have written two tests today*, so we are exhausted.

5. *She filled the washing machine* and switched it on.

6. *She had been to the disco the night before* and overslept in the morning.

7. *We had worked in the garden all day* and were sunburned in the evening.

8. *She had not slept for two days* and therefore wasn't able to concentrate.

9. *Since I had not seen him for ages*, I didn't recognize him.

10. *I had not ridden a horse for a long time* and found it very difficult to keep in the saddle.



Rewrite the sentences using the participle constructions.

1. As she didn't have a boyfriend, she flirted with every guy she met.

2. Since he had never been there before, he was stunned.

3. Before he left the house, he switched off the lights.

4. As she was on holiday, she couldn't go to the party.

5. While she was preparing dinner, she cut her finger.

6. When I travel around Ireland, I always stay in youth hostels.

7. Since she didn't hear the doorbell, she missed the delivery.

8. After I had dropped him at the station, I drove straight to the supermarket.

9. Since he didn't feel well, he stayed in bed.

10. While they were talking on the phone, they forgot everything around them.



Replace the Relative Clause by a Participle Construction while keeping the rest of the sentence unchanged.

1. The boy *who was waiting* in the hall expected a phone call.

2. Passengers *who wanted to go to Liverpool* had to change in Manchester.

3. The girl *who was picked up by her brother* was very nice.

4. The house *that stands at the end of the road* will soon be sold.

5. The conference *which was planned by non-governmental organisations* was about globalisation.

6. Irish people *who live in Great Britain* have the right to vote in British elections.

7. A friend *who helps you in need* is a good friend indeed.

8. A picture *that shows the image of a person* is a portrait.

9. The problems *that were discussed* will be essential for your exam.

10. Animals *that eat plants* are called herbivores.



Rewrite the sentences **without** using the participle constructions

1. We were sitting around the fire *singing songs*.

2. Did you see the boy *jumping up and down*?

3. When *going to London*, they always did a sightseeing tour.

4. *While being on the boat*, Bob got seasick.

5. *Being an exemplary pupil*, he always does his homework.

6. *Having told me the news*, he went away.

7. The boy *excited about the presents* sat on the couch.

8. *Sleeping in the garden*, I didn't hear the telephone.

9. The children were sitting at the beach *building a sandcastle*.

10. Last month I read a book *written by a Scottish author*.

Answers to non-finite clauses worksheets

Rewrite the sentences replacing the italic part with a present participle.

1. *She was talking to her friend* and forgot everything around her.
→ Talking to her friend she forgot everything around her.
2. *Since we watch the news every day* we know what's going on in the world.
→ Watching the news every day we know what's going on in the world. *They are vegetarians* and don't eat meat.
→ Being vegetarians they don't eat meat.
3. *The dog wagged its tail* and bit the postman.
→ Wagging its tail the dog bit the postman.
4. *While she was tidying up her room* she found some old photos.
→ Tidying up her room she found some old photos.
5. *He was a good boy* and helped his mother in the kitchen.
→ Being a good boy he helped his mother in the kitchen.
6. *As they didn't have enough money* they spent their holidays at home last year.
→ Not having enough money they spent their holidays at home last year.
7. The man was sitting in the cafe. *He was reading a paper.*
→ The man was sitting in the cafe reading a paper.
8. *Since I didn't feel well* I didn't go to the cinema.
→ Not feeling well I didn't go to the cinema.
9. *She walked home* and met an old friend.
→ Walking home she met an old friend.

Rewrite the sentences replacing the italic part with a past participle.

1. I have a cat *that is called Tari*.
→ I have a cat called Tari.
2. The dinner was more expensive *than they had expected*.
→ The dinner was more expensive than expected.
3. *He was accused of murder* and arrested.
→ Accused of murder he was arrested.
4. *She was shocked by the bad news* and burst into tears.
→ Shocked by the bad news she burst into tears.
5. *The event is organised by our team* and will surely be a great success.
→ Organised by our team the event will surely be a great success.
6. *The film is based on real events* and tells the story of a reporter.
→ Based on real events the film tells the story of a reporter.
7. *She was born in Hollywood* and knows all the famous movie stars.
→ Born in Hollywood she knows all the famous movie stars.
8. *The car was taken to the garage*. It was repaired within an hour.
→ Taken to the garage the car was repaired within an hour.
9. *She was admired by everyone* and began to grow arrogant.
→ Admired by everyone she began to grow arrogant.
10. *He was dumped by his girlfriend* and felt really lousy.
→ Dumped by his girlfriend he felt really lousy.

Combine the clauses using participle constructions (Present Participle or Past Participle).

1. The boy who carried a blue parcel crossed the street. *The boy carrying a blue parcel crossed the street.*
2. The battle was fought at this place. The battle was very significant. *The battle fought at this place was very significant.*
3. She lay in her bed and wept bitter tears. *She lay in her bed weeping bitter tears.*
4. The books which were sent to us are for my aunt. *The books sent to us are for my aunt.*
5. She stood at the corner and talked to her friends. *She stood at the corner talking to her friends.*
6. The children went from house to house. They played trick or treat. *The children went from house to house playing trick or treat.*
7. He was very tall. He became a basketball player. *Being very tall, he became a basketball player.*
8. He was waiting in the hall. He overheard a conversation. *Waiting in the hall, he overheard a conversation.*
9. The picture which was stolen from a museum was offered on EBay. *The picture stolen from a museum was offered on EBay.*
10. The song which was sung last night is still in my head. *The song sung last night is still in my head.*

Combine the clauses using participle constructions (Present, Past or Perfect Participle).

1. We were sitting in the bus shelter and waited for the rain to stop. *We were sitting in the bus shelter waiting for the rain to stop.*
2. The documentation which was telecast last Tuesday was impressive. *The documentation telecast last Tuesday was impressive.*
3. We had great fun at the party. We played silly games. *We had great fun at the party playing silly games.*
4. He had saved a little money. He travelled to Australia. *Having saved a little money, he travelled to Australia.*
5. They were chatting along and didn't see the car coming. *Chatting along, they didn't see the car coming.*
6. The reception had been prepared carefully and was a great success. *The reception, having been prepared carefully, was a great success.*
7. He was picked up by his mother and didn't have to wait for the bus. *Picked up by his mother, he didn't have to wait for the bus.*
8. She had finished her degree and started to work for an international company. *Having finished her degree, she started to work for an international company.*
9. She was listening to the radio and didn't hear the doorbell. *Listening to the radio she didn't hear the doorbell.*
10. The room had not been tidied up yet and looked like a battlefield. *Not having been tidied up yet, the room looked like a battlefield.*

Rewrite the sentences replacing the italic part with a perfect participle.

1. *We switched off the lights* before we went to bed.
→ Having switched off the lights, we went to bed.
2. *The boy asked his mother's permission* and then went out to play.
→ Having asked his mother's permission, the boy went out to play.
3. *As he had drunk too much*, he didn't drive home himself.
→ Having drunk too much, he didn't drive home himself.
4. *We have written two tests today*, so we are exhausted.
→ Having written two tests today, we are exhausted.
5. *She filled the washing machine* and switched it on.
→ Having filled the washing machine, she switched it on.
6. *She had been to the disco the night before* and overslept in the morning.
→ Having been to the disco the night before, she overslept in the morning.
7. *We had worked in the garden all day* and were sunburned in the evening.
→ Having worked in the garden all day, we were sunburned in the evening.
8. *She had not slept for two days* and therefore wasn't able to concentrate.
→ Not having slept for two days, she wasn't able to concentrate.
9. *Since I had not seen him for ages*, I didn't recognize him.
→ Not having seen him for ages, I didn't recognize him.
10. *I had not ridden a horse for a long time* and found it very difficult to keep in the saddle.
→ Not having ridden a horse for a long time, I found it very difficult to keep in the saddle.

- As she didn't have a boyfriend, she flirted with every guy she met.
→ Not having a boyfriend, she flirted with every guy she met.
- Since he had never been there before, he was stunned.
→ Not having been there before, he was stunned.
- Before he left the house, he switched off the lights.
→ Before leaving the house, he switched off the lights.
- As she was on holiday, she couldn't go to the party.
→ Being on holiday, she couldn't go to the party.
- While she was preparing dinner, she cut her finger.
→ While preparing dinner, she cut her finger.
- When I travel around Ireland, I always stay in youth hostels.
→ When travelling around Ireland, I always stay in youth hostels.
- Since she didn't hear the doorbell, she missed the delivery.
→ Not hearing the doorbell, she missed the delivery.
- After I had dropped him at the station, I drove straight to the supermarket.
→ Having dropped him at the station, I drove straight to the supermarket.
- Since he didn't feel well, he stayed in bed.
→ Not feeling well, he stayed in bed.
- While they were talking on the phone, they forgot everything around them.
→ While talking on the phone, they forgot everything around them.

Replace the Relative Clause by a Participle Construction while keeping the rest of the sentence unchanged. (The first sentence is given as an example.)

1. The boy *who was waiting* in the hall expected a phone call.
→ The boy waiting in the hall expected a phone call.
2. Passengers *who wanted to go to Liverpool* had to change in Manchester.
→ Passengers wanting to go to Liverpool had to change in Manchester.
3. The girl *who was picked up by her brother* was very nice.
→ The girl picked up by her brother was very nice.
4. The house *that stands at the end of the road* will soon be sold.
→ The house standing at the end of the road will soon be sold.
5. The conference *which was planned by non-governmental organisations* was about globalisation.
→ The conference planned by non-governmental organisations was about globalisation.
6. Irish people *who live in Great Britain* have the right to vote in British elections.
→ Irish people living in Great Britain have the right to vote in British elections.
7. A friend *who helps you in need* is a good friend indeed.
→ A friend helping you in need is a good friend indeed.
8. A picture *that shows the image of a person* is a portrait.
→ A picture showing the image of a person is a portrait.
9. The problems *that were discussed* will be essential for your exam.
→ The problems discussed will be essential for your exam.
10. Animals *that eat plants* are called herbivores.
→ Animals eating plants are called herbivores.

Rewrite the sentences without using the participle constructions

1. We were sitting around the fire singing songs.
→ We were sitting around the fire and were singing songs.
2. Did you see the boy jumping up and down?
→ Did you see the boy who was jumping up and down?
3. When going to London, they always did a sightseeing tour.
→ When they went to London, they always did a sightseeing tour.
4. While being on the boat, Bob got seasick.
→ While he was on the boat, Bob got seasick.
5. Being an exemplary pupil, he always does his homework.
→ As he is an exemplary pupil, he always does his homework.
6. Having told me the news, he went away.
→ After he had told me the news, he went away.
7. The boy excited about the presents sat on the couch.
→ The boy who was excited about the presents sat on the couch.
8. Sleeping in the garden, I didn't hear the telephone.
→ I slept in the garden and didn't hear the telephone.
9. The children were sitting at the beach building a sandcastle.
→ The children were sitting at the beach and built a sandcastle.
10. Last month I read a book written by a Scottish author.
→ Last month I read a book which was written by a Scottish author.

LESSON: Sentence Types in Songs

Student Outcome: Students will look for specific sentence types while being engaged in listening to songs.

1. Revise the various sentence types –

- SV
- SVO
- SVC
- SVA
- SVOO
- SVOC
- SVOA

Discuss the constituents of each and how to recognise each type. (All of this should have been presented in previous lecture, as this is a tutorial session.)

2. Give out lyric sentence worksheets, students (in pairs) look for sentence types in sentences.

3. Listen to each song. Present a few selected sentences on board during listening. Students identify types of sentences on board.

4. Listen to each song again.

Sentences: Black Superman

- 1 This here's the story of Cassius Clay, who changed his name to Muhammad Ali.
- 2 He knows how to talk and he knows how to fight and all the contenders were beat out of sight.
- 3 Sing, "Muhammad, Muhammad Ali!"
- 4 He floats like a butterfly and stings like a bee.
- 5 Mohammad, the black superman, who calls to the other guy, "I'm Ali! Catch me if you can!"
- 6 Now all you fight fans, you've got to agree [that] there ain't no flies on Muhammad Ali!
- 7 He fills the arena wherever he goes and everyone gets what they paid for.
- 8 Muhammad was known to have said, "You watch me shuffle and I'll jab off your head!"
- 9 He moves like the black superman and calls to the other guy, "I'm Ali! Catch me if you can!"
- 10 He says, "I'm the greatest the world's ever seen, [I'm] the heavyweight champion who came back again.
- 11 My face is so pretty you don't see a scar, which proves [that] I'm the king of the ring by far!"
- 12 Sing, "Muhammad, Muhammad Ali!"
- 13 He floats like a butterfly and stings like a bee.
- 14 Mohammed, the black superman, who calls to the other guy, "I'm Ali! Catch me if you can!"
- 15 Sing, "Muhammad, Muhammad Ali!"
- 16 He floats like a butterfly and stings like a bee.
- 17 Mohammed, the black superman, who calls to the other guy, "I'm Ali! Catch me if you can!"
- 18 "I'm Ali. Catch me if you can!"

Sentences: Friends Forever

- 1 And so we talked all night about the rest of our lives.
- 2 [We talked about] where we're going to be when we turn 25.
- 3 I keep thinking [that] times will never change.
- 4 [I] keep on thinking [that] things will always be the same.
- 5 But when we leave this year we won't be coming back.
- 6 [There will be] no more hanging out cause we're on a different track.
- 7 And if you've got something that you need to say, you'd better say it right now [be]cause you don't have another day.
- 8 [Say it right now] [Be]cause we're moving on and we can't slow down.
- 9 These memories are playing like a film without sound and I keep thinking of that night in June.
- 10 I didn't know much of love but it came too soon and there was me and you and then we got real blue.
- 11 [We would] stay at home talking on the telephone and we would get so excited and we'd get so scared.
- 12 [We would be] laughing at ourselves [and] thinking [that] life's not fair.
- 13 And this is how it feels.
- 14 As we go on, we remember all the times we had together.
- 15 And as our lives change, come whatever, we will still be Friends Forever.
- 16 So if we get the big jobs and we make the big money, when we look back now will our jokes still be funny?
- 17 Will we still remember everything we learned in school?
- 18 [Will we] still be trying to break every single rule?
- 19 Will little brainy Bobby be the stockbroker man?
- 20 Can Heather find a job that won't interfere with her tan?
- 21 I keep, keep thinking that it's not 'goodbye'.
- 22 [I] keep on thinking [that] it's a time to fly.
- 23 And this is how it feels.
- 24 Will we think about tomorrow like we think about now?
- 25 Can we survive it out there? Can we make it somehow?
- 26 I guess I thought that this would never end and suddenly it's like we're women and men.
- 27 Will the past be a shadow that will follow us [a]round?
- 28 Will these memories fade when I leave this town?
- 29 I keep, keep thinking that it's not 'goodbye'.
- 30 [I] keep on thinking [that] it's a time to fly.

Sentences: Leaving on a Jet Plane

1 All my bags are packed. I'm ready to go.

2 I'm standing here outside your door.

3 I hate to wake you up to say goodbye, but the dawn is breaking. It's early morn.

4 The taxi's waiting.

5 He's blowing his horn.

6 Already I'm so lonesome I could cry.

7 So kiss me and smile for me.

8 Tell me that you'll wait for me.

9 Hold me like you'll never let me go.

10 I'm leaving on a jet plane.

11 I don't know when I'll be back again.

12 Oh, babe, I hate to go!

13 There's so many times I've let you down.

14 [There are] So many times I've played around.

15 I tell you now, they don't mean a thing.

16 Every place I go, I think of you.

17 Every song I sing, I sing for you.

18 When I come back, I'll wear your wedding ring.

19 Now the time has come to leave you.

20 One more time, let me kiss you.

21 Then close your eyes and I'll be on my way.

22 Dream about the days to come when I won't have to leave alone, about the times, I won't have to say [that I'm leaving...]



Sentences: Ruby

- 1 You've painted up your lips and rolled and curled your tinted hair.
- 2 Ruby, are you contemplating going out somewhere?
- 3 The shadows on the wall tell me the sun is going down.
- 4 Oh Ruby, don't take your love to town.
- 5 It wasn't me that started that old crazy Asian war, but I was proud to go and do my patriotic chore.
- 6 And yes, it's true that I'm not the man I used to be.
- 7 Oh Ruby, I still need some company.
- 8 It's hard to love a man whose legs are bent and paralysed.
- 9 And the wants and needs of a woman your age, really I realize.
- 10 But it won't be long, I've heard them say, until I'm not around.
- 11 Oh Ruby, don't take your love to town.
- 12 She's leaving now [be]cause I just heard the slamming of the door, the way I know I heard it slam one hundred times before.
- 13 And if I could move I'd get my gun and put her in the ground.
- 14 Oh Ruby, don't take your love to town.
- 15 Oh Ruby, for God's sake, turn around!



Follow-Up Lesson: SVOC Exercise

This is from a newspaper article about unusual weather conditions in the summer.

1. *Divide the text into clauses.*
2. *Divide each clause into its basic constituents and label each of them.*

There were two remarkable outbreaks of thunderstorms in July 1968. June had ended on a fine, hot note, but a cold front drifted eastwards into western Britain early on July 1 and triggered an unusually severe and prolonged series of thunderstorms in the west and north.

Darkness descended in daytime, and there were reports of very large hailstones.

Subject	Verb phrase	Complement	Adverbial

Subject	Verb phrase	Adverbial

Subject	Verb phrase	Adverbial	Adverbial	Adverbial

Subject	Verb phrase	Direct object	Adverbial

Subject	Verb phrase	Adverbial

Subject	Verb phrase	Complement



This is part of a student's composition:

James knew very well the character of Peter. James went to the prison to talk to the police about the true story. Peter had been tricked by an old man that gave him a chicken stolen. He discharged Peter.

In the afternoon when Peter came back home, talked about the help of James. Peter asked to his wife: "Where's James?"

When was night, received a letter from parents' Peter.

Explained everything the letter.

Identify and correct the following problems:

i) **An adverbial that is placed between a verb and its direct object:**

Correction:

ii) **A noun phrase in which the order of the headword and an adjective have been reversed:**

Correction:

iii) **Three examples of missing subjects:**

Corrections:

iv) **A subject which has been placed at the end of a clause:**

Correction:

v) **Two noun phrases in which the learner has used a possessive form oddly or incorrectly:**

Corrections:

vi) **An object verb used as though it needed an indirect object.**

Correction:

LESSON: Revision of all topics using Typhoon game

Student Outcome: Students will revise and practise lesson material while being engaged in a team game.

Notes:

This game is completely versatile, and can be adapted and used for a great many different purposes. In this particular case I was using it for revision of parts of speech.

Preparing the game:

1. On the board draw a grid – in this case I drew a 5 x 7 grid with 35 squares, and each column and row is given a reference (letter / number / word)

e.g.

5							
4							
3							
2							
1							
	A	B	C	D	E	F	G

In some situations it is worth using vocabulary words for the grid references (e.g. an adjective / number for horizontal and a noun for vertical) because it gives the students practice at reading and saying these words when they choose their box.

The size of the grid can be varied for longer / shorter game sessions, depending on how quickly the class moves through the questions.

2. On a piece of paper draw the same grid. Put a score into each box.

- Most boxes will contain a number score - such as 10, 100 50, 1, 1000000 ... it doesn't really matter.
- Some boxes will contain a 'T' for "Typhoon".

Optionally, some boxes could contain:

- 'S' for "Steal"
- 'D' for "Double"
- 'Swap' for "Swap"!

3. Put the students into teams – it doesn't matter how many, as long as there are at least 3 teams. Write/draw a place on the board where each team score will be (progressively) recorded.

4. Have some questions ready to ask about the set topic.

Playing the Game

Each team in turn is asked a question – they can confer and come up with the answer.

(To be 'fair', I try to give the same type of question to each group, so that the game moves on in 'rounds').

If the answer is given in reasonable time and is correct, then they get to “choose a box”. If not, then the next team is given their question. If someone blurts out an incorrect answer, that is taken as their answer.

(Whatever is in the chosen box is then written recorded in the corresponding box on the board.)

- If the box has a numerical score, this is recorded (added to previous score) next to the team name on the board.
- If the box has a 'T', they are asked to decide which team's score they would like to 'blow away' – but they get no score themselves.
- If the box has an 'S', they are asked to choose whose score they would like to 'steal', gaining that score and leaving the other team with zero.
- If the box has a 'D', they can double their present score (but $0 + 0$ is still 0!)
- If the box has 'Swap', they must choose which team they wish to swap scores with – although this may in fact give them a lower score.

If the game is progressing more slowly than expected, and there will not be time to complete all the questions before the end of the lesson, then the grid could still be completed by simply allowing each team in turn to choose a box without first answering a question.

Subsequent games

Not all games have to include all of the score options, and more can be added if desired.

It has been found that using massive numbers (millions) can increase excitement without really affecting the way the game progresses.

After one or two sessions, the students should very soon be able to 'run' the game themselves. Ask a team / group to work on the questions, the grid, presenting the game etc – it can prove a very worthwhile learning activity in itself.



Examples of Typhoon Questions

- A1. Name three verbs
- A2. Name three nouns
- A3. Name three adjectives
- A4. Name three adverbs
- A5. Name three prepositions
- A6. Name three Question Words
- A7. Names three tenses

Make a sentence using this pronoun and this verb:

- B1. He work
- B2. They ... eat
- B3. You ... think
- B4. We ... drive
- B5. I ... sit
- B6. She ... can
- B7. It ... rain

Choose the right phrasal verb:

C1. Do we have any more pens? No, we don't. We _____

Ran out of them / ran into them

C2. Does Carol still have the flu? No, she _____ a few days ago.

Got over it / got it over

C3. Does Jill get along with her brother? No. He _____ all the time.

Picks her on / picks on her



C4. I can't remember Tom's phone number. You should _____.

Look up to him / look it up

C5. Amy knows all the answers in class. Does the teacher always _____?

Call on her / call her on

C6. This is a very difficult problem. I know. I can't _____

Figure out it / figure it out

C7. Have you heard from Pam recently? Yes, I _____ the other day.

Heard her from / heard from her

What does the phrasal verb mean? / which is the right phrasal verb?

D1. Richard takes after his mother

They are both shy / His mother always arrives first / He's always with her

D2. Please turn off the air conditioner

It's too hot in this room / The room is too small / It's too cold in this room

D3. I'm going to take these slacks back

They're new / they're medium / They're too baggy

D4. Fran can't find her notebook

I hope she didn't throw it out / I hope she didn't fill it out / I hope she didn't take it off

D5. Bob doesn't get along with his neighbours

He can't stand to talk to them / He likes them very much / He looks up to them

D6. I hope I don't run into my old boyfriend

Why? Will he get hurt? / Why don't you want to see him? / Why? Does he like to jog?

D7 Paul had to do his homework over

It was excellent / He didn't think it over / He had made a lot of mistakes



Make a question to get this answer:

- E1. I come from Australia.
- E2. It's half past six.
- E3. I think I'll have some Nasi Goreng, please.
- E4. I want a ticket to Kuala Lumpur, please.
- E5. I want two of them, please.
- E6. I have been waiting for two hours.
- E7. It was me, I broke it.

Give a short answer to this question:

- F1. Have you ever been to Australia?
- F2. Did you come here by plane?
- F3. Are these your bags?
- F4. Can you drive a car?
- F5. Have you seen the movie 'Shrek'?
- F6. Do you like to eat curry?
- F7. Is this your house?

Example of Typhoon Game

5	10	200	<u>T</u>	500	100	<u>D</u>	50
4	20	<u>T</u>	50	<u>T</u>	200	2	<u>T</u>
3	<u>Swap</u>	200	<u>Swap</u>	10	1	200	<u>S</u>
2	<u>S</u>	100	500	100	<u>T</u>	100	20
1	100	<u>T</u>	20	10	<u>D</u>	<u>S</u>	<u>50</u>
	A	B	C	D	E	F	G

LESSON: Sentence Auction

Student Outcome: Students revise and practise previously learnt material through the medium of an engaging team activity.

The students look at a number of sentences and decide whether they are correct / accurate or not. The exercise can involve sentences with a particular error (such as verb agreement) or it could have a variety of errors throughout. Students work in pairs or groups to decide which are good sentences, and how much each one is 'worth'.

1. 'Silent' Auction

The worksheet looks something like this:

sentence	bid	win	lose
1. The boy run to school very quickly.			
2. Every child needs to know how to swim.			
3. Where did they goes yesterday?			
...			

Parameters are set as to (a) how much 'money' they start with (b) maximum and minimum bids.

I allow as much money as they want. The minimum is RM 0 (if they were totally sure there was a mistake in the sentence). The maximum is RM100 (if they were totally sure the sentence was correct). In between they could bid 10, 20, 30, 40 etc if they thought it might be correct but weren't quite sure. *(This can be adjusted to suit any situation.)*

Once students have placed their bids, their papers are swapped with another pair or team for checking. With each sentence, the sum written next to the sentence is written in the 'win' column if the sentence is correct and the 'lose' column if the sentence has an error. Each column is then totalled, and the losses subtracted from the wins.

2. Regular Auction

This lesson can get noisy and excitable.

Once again the students work in pairs or groups, and are given a list of sentences to decide whether they are accurate or not.

With this game I put the sentences up on the board one by one.

Students have an "allowance" (maybe RM3000). Bids start at RM200, and go up in RM100 increments.

The purpose is for the teams to try to purchase as many good sentences as they can.

Run the auction with teacher acting as auctioneer. Keep a record of each purchase and amount (maybe on the board). Do not say whether a sentence is good or not, try to sell them off regardless. If a sentence is obviously wrong hopefully no one will want to buy it.

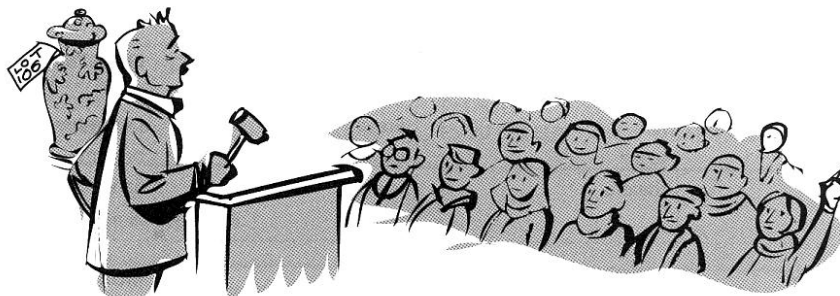
Add up how many sentences each team bought (within their financial limit). Subtract the number of any incorrect sentences they purchased. Maybe subsequently the students could run the auction themselves.

Examples of Sentences for Auction

- The film is so an interesting adaptation of the novel that I highly recommend it.
- If she had stayed in a better hotel, she would have enjoyed her vacation.
- Not only should he study more, but also should he get more sleep.
- I would really like to know whether she plans on joining our group.
- John is a very horrible judge of character.
- Look at those dark clouds on the horizon! It'll rain before long.
- When I stopped to talk to Mary, she was picking some flowers in her garden.
- Our family would go to the park every Sunday when we lived in London.
- If he were in charge of the department, he would improve staff communication.
- They had finished their work by the time we arrived.
- Jack can't have been at home, he told me he was going to be at work.
- Did you remember locking the door?
- I'll finish my homework by the time you get back.
- The number of smokers have been dropping steadily for twenty years.

Example of Silent Auction

Sentence auction



Read the following sentences and decide if they are grammatically correct. Decide with your team how much to bet on each one (minimum £10 and maximum £100).

	BET	WIN	LOSE
1 Famous people is often interviewed on the TV and radio.			
2 The news is normally broadcast at midday and in the evening.			
3 Handwritten newspapers were circulated as early as 59bc in ancient Rome.			
4 The ballpoint pen was invent by the Biro brothers in 1938.			
5 Children should been supervised when they are surfing the net.			
6 Some pop videos have been prohibited because of the images they contain.			
7 Lots of mobile phones have been stealed this year in the UK.			
8 The idea of <i>Big Brother</i> was originally create by George Orwell in his novel <i>1984</i> .			
9 Many journalists are sent to live in foreign countries to report what is happening there.			
10 Jobs are usually advertised in local and national newspapers.			
11 Mobile phones must recharged every couple of days.			
12 An estimated \$250 million were spend on the rental and purchase of the <i>Titanic</i> video in the first 6 days after its release.			
13 Sales of CDs have been affected by people who download songs on the internet.			
14 Coca-Cola is known for its clever advertising campaigns.			
15 Home videos have mostly replaced by DVDs.			