



Crafting Good Books That Build People

Theme: 21st Century Innovation

Subject: English Language

Lesson: Parts of Speech – Nouns, Verbs, Adjectives and Adverbs

Level: Upper Secondary

Duration: 1-2 periods

Objectives

Students will be able to:

1. differentiate between nouns, verbs, adjectives and adverbs;
2. transform words into its various forms, ie. noun to adjectives, verb to adjectives
3. analyze the advantages and disadvantages of new ideas (Extension)

Materials / Equipment

Mobile devices with QR code scanner

Scan & Learn Series: Upper Secondary Editing

Appendix A: Identify Parts of Speech

Appendix B: Word Formation

Appendix C: Paraphrasing

Pre-Lesson Activity

Students are to view the following videos prior to the lesson:

- a) The Eight Parts of Speech -- <http://youtu.be/pDJ7lqxBBXo>

In-Class Activities

(A) Parts of Speech Quiz

1. Divide the class into small groups of 4.
2. Give out a copy of Appendix A to each group.
3. In this first round, students are to identify the nouns and verbs. The group that accurately identifies them wins.
4. To conclude this round, ask students how they identify the nouns and verbs. Clarify any doubts and misconception.
5. In the second round, students are to identify the adjectives and adverbs. The group that accurately identifies them wins.
6. To conclude this round, ask students how they identify the adjectives and adverbs. Clarify any doubts and misconception.



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(B) Word Formation

1. With students still in groups, give out a copy of Appendix B to each group.
2. Students are to transform the words into its appropriate forms in each given sentence. The fastest group that finishes accurately wins.
3. To conclude, ask students how they transformed the words. (Suggested answer: changes in suffixes) Explain how words can be changed.
4. Application: Tell students that knowing how to transform words can help them in paraphrasing when summarizing. Give out Appendix C and have each group to practice it. Go through the answers at the end.

(C) Editing Test

1. Students are to turn to Exercise 1 of their Scan & Learn Series: Upper Secondary Editing and complete it. Should they require help, allow students to scan the QR code for clues.
2. Upon completion, have students do peer marking and explain the answers.

Extension: Class Debate

In groups of 4, have students scan the QR code of Editing Exercise 1 of Scan & Learn Series: Upper Secondary Editing, then read the articles and videos tagged.

With reference to the Editing passage and materials, read and watched, students are to discuss the advantages and disadvantages of 3D printing, and take a position whether 3D printing would be a boon or a bane to the society.

Each group is to present their findings and conclusion.



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Appendix A: Identifying Parts of Speech

She took his coat and hung it in the closet. Then she walked over and made the drinks, a strong one for him, a weakened one for herself; and soon she was back again in her chair with the sewing, and he in the other, opposite, holding the tall glass with both hands, rocking it so the ice cubes tinkled against the side. For her, this was always a blissful time of day. She knew he didn't want to speak much until the first drink was finished, and she, on her side, was content to sit quietly, enjoying his company after the long hours alone in the house. She loved him for the way he sat loosely in a chair, for the way he came in a door, or moved slowly across the room with long strides. She loved the intent, far-off look in his eyes when they rested on her.

Taken from: Lamb to the Slaughter, Roald Dahl. <http://www.classicshorts.com/stories/lamb.html>



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Appendix B: Word Transformation

1. Her view is merely _____ (ideal) and is not applicable in the real world.
2. Carlson is still _____ (hesitate) about whether to go abroad for his studies or remain in Singapore.
3. This product has high _____ (market) value and sales have been good so far.
4. Very often, the _____ (villain) character in the play is the most challenging one; every actor longs to land such a role.
5. “You should not treat such a serious subject with _____ (frivolous),” Mr. Fong said sternly to his son.
6. The imperial guards have to bow to their royal _____ (high) as a gesture of respect.
7. I can’t light up the cigarette because the lighter is no longer _____ (ignite).
8. Jeremy decides not to send the parcel to his son in England after learning that the overseas _____ (post) cost has risen.
9. When Adrian raised the proposal at the meeting, it was greeted with _____ (skeptical).
10. Gerald indignantly shot a _____ (rebut) to the accusation that he was a cheat.
11. Susan abstains from fatty foods as she believes they have a high _____ (calorie) value.
12. A few _____ (incise) comments from our teacher brought a new perspective to our project.
13. Karen’s _____ (mood) has affected her work performance and she even received a warning from her boss.



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14. One look at the drug addict, the narcotics officer could tell that he had a drug overdose from the state of _____ (stupefy) he was in.
15. After numerous break-ups and reconciliation, their _____ (tempest) marriage finally ended in divorce.
16. The company is in _____ (stop) because of the disagreements between the disgruntled workers and the employer.
17. Saying prayers before we have our dinner is a _____ (ritualize) that we have observed over the years.
18. The couple resisted the media's _____ (blandish) to reveal their wedding date.
19. The hard knock into the tree was so _____ (instant) that the driver in the car had no time to react.
20. It was wrong of him to call their child a _____ (simple) just because the boy was slow in his actions.

Taken from Advance Vocabulary for O Levels



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Appendix C: Paraphrasing

What to do: Change the noun into a verb.

Here is an example.

Long and wordy: You have to give us your decision by tomorrow.

Better: You have to decide by tomorrow.

1. This essay gives an **analysis** of the problem of climate change and describes a potential solution.
2. The Korean President did not give **an explanation** for pardoning of his business friend.
3. Our class **debate** concerned the issue of nuclear weapons.
4. We performed a **review** of the company's annual reports.
5. The school's club of actors did **a performance** of Romeo and Juliet on the second of June.
6. There is a need for further **study** of this Master's program.
7. It is necessary for political candidates to give **a good performance** during a TV debate.



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8. There is a need in our city for **an assessment** of the recycling system.

9. It is my **hope** that students will use this material.

10. The police conducted **an investigation** of the robbery.

Taken from: <http://www.eslwriting.org/2116/lesson-3-paraphrase-by-changing-nouns-to-verbs/>