

SUPPLEMENTAL LESSONS

English Grade 9
4th Quarter



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4th Quarter Grade 9 Supplemental Lesson Plan

Lesson 1

Introduction/Preparatory Activities

1. Ask the students to read the by William Carlos Williams (1883–1963).

Poem

As the cat
climbed over
the top of
the jamcloset
first the right
forefoot
carefully
then the hind
stepped down
into the pit of
the empty
flowerpot

2. Ask the students how they see the whole poem happening in their minds.
3. Ask the students the following questions:
 - a. Do you think the cat was fast or slow?
 - b. Which statement in the poem do you think indicates that?
 - c. Why do you think you get the sense of agile movement even if the poem does not indicate this?
 - d. Do you think this is the Same if you read it if it is arranged as a prose?

As the cat climbed over the top of the jamcloset, first the right forefoot carefully then the hind stepped down into the pit of the empty flowerpot.

Body/Developmental Activities

1. Introduce sensory imagery to the students.
2. Indicate that sensory imagery is any description that involves one or more of the five senses — touch, sight, taste, smell, and sound.

3. Poetry that is rich in sensory detail helps the reader perfectly envision the scene the poet is describing. The cat is agile becomes rich in sensory detail when changed to, "As the cat climbed over the top of the jamcloset, first the right fore-foot carefully then the hind stepped down into the pit of the empty flowerpot." Adjectives play a prime role in developing sensory imagery, but some adjectives are better than others. Stating that cat is agile or fast helps the reader picture the movement, but explaining how the movement occurred by indicating the step by step motions can make the image more vivid.
4. Sensory imagery doesn't just rely on adjectives. Metaphors can also play a prime role. Describing a break-up as creating a sharp, stabbing pain, for example, helps the reader better understand the emotions a poet is feeling. Similes are also common; a poet might describe her emotions as "like a rolling tide." Some poems that describe emotions or sensations create sensory images. A person writing about depression, for example, might talk about being trapped in a dark, silent cell.
5. Most good poems use some sensory imagery, but sensory poems are poems that are particularly rich in sensory imagery. These poems sometimes take one scene or emotion and use a wide variety of sensory images to analyze and explain it. For example, a poet might state that anxiety is paralyzing, stabbing, cold, and prickly.

Source: <http://classroom.synonym.com/sensory-imagery-mean-poetry-1667.html>

Conclusion/Evaluation

1. Individual Activity: Each student can write several sentences about a particular topic before he/she drafts his/her poem, and focus solely on evoking sensory imagery.
2. Next, the student shall picture a scene in the poem and describe it using all five senses, in the most vivid language he/she can muster. After the student developed the sensory descriptions of the scene or emotion he/she wants to convey, he/she can focus on developing a rhythm and rhyme scheme that suits the poem.
3. Pair Activity: Ask the students to get a partner. The partners should choose which poem they make a poster from.
4. Have them make a poster showing as vividly as possible the subject of the poem.
5. Group Activity: Divide the class into five groups. Choose a group leader. The group leader will be the one to pick up which senses the group will develop a poem from.
6. Each group will make a poem based on the sense that they got (seeing, hearing, smelling, touching, tasting).
7. Have them present the poem they made in front of the class.

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Test:

Describe what sense imagery are the following:

1. And the yellow half-moon large and low
2. ... the quick sharp scratch...
3. And a voice less loud, thro' its joys and fears, than the two hearts beating each to each.
4. Then a mile of warm sea-scented beach...
5. No food on earth, no wine, not even a woman's kiss is sweeter to me...
6. He fumed and charged like an angry bull.
7. He fell down like an old tree falling down in a storm.
8. He felt like the flowers were waving him a hello.
9. The eerie silence was shattered by her scream.
10. He could hear his world crashing down when he heard the news about her.
11. The F-16 swooped down like an eagle after its prey.
12. The word spread like leaves in a storm.
13. The lake was left shivering by the touch of morning wind.
14. Her face blossomed when she caught a glance of him.
15. He could never escape from the iron grip of desire.
16. He could hear the footsteps of doom nearing.
17. She was like a breath of fresh air infusing life back into him.
18. The pot was a red as a tongue after eating a cherry flavored ring pop.
19. Though I was on the sheer face of a mountain, the feeling of swinging through the air was euphoric, almost like flying without wings.
20. Her blue eyes were as bright as the Sun, blue as the sky, but soft as silk.

Reference: <http://examples.yourdictionary.com/examples-of-imagery.html>

Lesson 2

Introduction/Preparatory Activities

1. Ask the students to read the poem "Green Eggs And Ham" by Doctor Seuss.

I am Sam. I am Sam. Sam I am.

That Sam-I-Am! That Sam-I-Am! I Do Not Like That Sam-I-Am!

Do would you like green eggs and ham?

I do not like them, Sam-I-am.
I do not like green eggs and ham.

Would you like them here or there?

I would not like them here or there.
I would not like them anywhere.
I do not like green eggs and ham.
I do not like them, Sam-I-am.

Would you like them in a house?
Would you like them with a mouse?

I do not like them in a house.
I do not like them with a mouse.
I do not like them here or there.
I do not like them anywhere.
I do not like green eggs and ham.
I do not like them, Sam-I-am.

Would you eat them in a box?
Would you eat them with a fox?

Not in a box. Not with a fox.
Not in a house. Not with a mouse.
I would not eat them here or there.
I would not eat them anywhere.
I would not eat green eggs and ham.
I do not like them, Sam-I-am.

Would you? Could you? In a car?
Eat them! Eat them! Here they are.
I would not, could not, in a car.

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You may like them. You will see.
You may like them in a tree!

I would not, could not in a tree.
Not in a car! You let me be.
I do not like them in a box.
I do not like them with a fox.
I do not like them in a house.
I do not like them with a mouse.
I do not like them here or there.
I do not like them anywhere.
I do not like green eggs and ham.
I do not like them, Sam-I-am.

A train! A train! A train! A train!
Could you, would you on a train?

Not on train! Not in a tree!
Not in a car! Sam! Let me be!
I would not, could not, in a box.
I would not, could not, with a fox.
I will not eat them in a house.
I will not eat them here or there.
I will not eat them anywhere.
I do not eat green eggs and ham.
I do not like them, Sam-I-am.

Say! In the dark? Here in the dark!
Would you, could you, in the dark?

I would not, could not, in the dark.

Would you could you in the rain?

I would not, could not in the rain.
Not in the dark. Not on a train.
Not in a car. Not in a tree.
I do not like them, Sam, you see.
Not in a house. Not in a box.
Not with a mouse. Not with a fox.
I will not eat them here or there.

I do not like them anywhere!

You do not like green eggs and ham?

I do not like them, Sam-I-am.

Could you, would you, with a goat?

I would not, could not with a goat!

Would you, could you, on a boat?

I could not, would not, on a boat.

I will not, will not, with a goat.

I will not eat them in the rain.

Not in the dark! Not in a tree!

Not in a car! You let me be!

I do not like them in a box.

I do not like them with a fox.

I will not eat them in a house.

I do not like them with a mouse.

I do not like them here or there.

I do not like them anywhere!

I do not like green eggs and ham!

I do not like them, Sam-I-am.

You do not like them. So you say.

Try them! Try them! And you may.

Try them and you may, I say.

Sam! If you let me be,
I will try them. You will see.

(... And he tries them ...)

Say! I like green eggs and ham!

I do! I like them, Sam-I-am!

And I would eat them in a boat.

And I would eat them with a goat...

And I will eat them, in the rain.

And in the dark. And on a train.

And in a car. And in a tree.

They are so good, so good, you see!

So I will eat them in a box.

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And I will eat them with a fox.
 And I will eat them in a house.
 And I will eat them with a mouse.
 And I will eat them here and there.
 Say! I will eat them anywhere!
 I do so like green eggs and ham!
 Thank you! Thank you, Sam I am.

2. After reading, give them the printed text of the book, and ask them to work with a partner to locate all the modal verbs Seuss uses. Then, have those Same pairs think of an activity they might not like to do (like eat green eggs and ham). Using *Green Eggs and Ham* as a model, the students should write their own silly book about that activity, complete with illustrations. Once their books are complete, have the students read them to the class. Collect the books and make them available in your classroom reading center for students to reread during free reading time. In addition to talking about modals, this is also a good activity for reviewing syllables and rhymes in English students how they see the whole poem happening in their minds.

Body/Developmental Activities

1. Introduce modals to the students.
2. Indicate that a modal is a verb that combines with another verb to indicate mood or tense. A modal (also known as a modal auxiliary) expresses necessity, uncertainty, ability, or permission.
3. The following are the more popular modals in the English language:

1) can

Use	Examples
ability to do something in the present (substitute form: to be able to)	I can speak English.
permission to do something in the present (substitute form: to be allowed to)	Can I go to the cinema?
request	Can you wait a moment, please?
offer	I can lend you my car till tomorrow.
suggestion	Can we visit Grandma at the weekend?
possibility	It can get very hot in Arizona.

2) could

Use

ability to do something in the past
(substitute form: to be able to)

permission to do something in the past
(substitute form: to be allowed to)

polite question*

polite request*

polite offer*

polite suggestion*

possibility*

Examples

I could speak English.

I could go to the cinema.

Could I go to the cinema, please?

Could you wait a moment, please?

I could lend you my car till tomorrow.

Could we visit Grandma at the weekend?

It could get very hot in Montana.

3) may

Use

possibility

permission to do something in the present
(substitute form: to be allowed to)

polite suggestion

Examples

It may rain today.

May I go to the cinema?

May I help you?

4) might

Use

possibility (less possible than may)*

hesitant offer*

Examples

It might rain today.

Might I help you?

5) must

Use

force, necessity

possibility

advice, recommendation

Examples

I must go to the supermarket today.

You must be tired.

You must see the new film with Brad Pitt.

6) must not/may not

Use

prohibition

Examples

You mustn't work on Dad's computer.

You may not work on dad's computer.

*no past forms – future forms

7) need not

Use

not necessary

Example

I needn't go to the supermarket, we're going to the restaurant tonight.

8) ought to

Use

advice

obligation

Examples

You ought to drive carefully in bad weather.

You ought to switch off the light when you leave the room.

9) shall

instead of will in the 1st person

Use

suggestion

Example

Shall I carry your bag?

10) should

Use

advice

obligation

Examples

You should drive carefully in bad weather.

You should switch off the light when you leave the room.

11) will

Use

wish, request, demand, order
(less polite than would)

prediction, assumption

promise

spontaneous decision

habits

Examples

Will you please shut the door?

I think it will rain on Friday.

I will stop smoking.

Can somebody drive me to the station? - I will.

She's strange, she'll sit for hours without talking.

12) would

Use

wish, request (more polite than will)

habits in the past

Examples

Would you shut the door, please?

Sometimes he would bring me some flowers.

Source: <http://www.englisch-hilfen.de/en/grammar/hilfsverben2.htm>

Conclusions/Evaluation:

Ask the students to do the following exercise.

Choose the right modal verb.

1. There are plenty of tomatoes in the fridge. You _____ buy any.
2. It's a hospital. You _____ smoke.
3. He had been working for more than 11 hours. He _____ be tired after such hard work. He _____ prefer to get some rest.
4. I _____ speak Cebuano fluently when I was a child and we lived in Cebu. But after we moved back to Manila, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____ just say a few things in the language.
5. The teacher said we _____ read this book for our own pleasure as it is optional. But _____ we read it if we don't want to.
6. _____ you stand on your head for more than a minute? No, I _____.
7. If you want to learn to speak English fluently, you _____ to work hard.
8. Take an umbrella. It _____ rain later.
9. You _____ leave small objects lying around. Such objects _____ be swallowed by children.
10. People _____ walk on grass.
11. Drivers _____ stop when the traffic lights are red.
12. _____ I ask a question? Yes, of course.
13. You _____ take your umbrella. It is not raining.
14. _____ you speak Ilocano? No, I _____.

Source: http://www.myenglishpages.com/site_php_files/grammar-exercise-modals.php#.U_bZzqPyCso