**LESSON 8**

**week 7 lesson planner (Monday 20th – Friday 24 July, 2020)**

**Forms and Functions of the English Clause**

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|  | **Title of course** | EBS282: FORMS AND FUNCTIONS OF THE ENGLISH CLAUSE | | | | | | | | | |
|  | **Title of Lesson or sequence of lessons** | NOMINAL CLAUSES | | | | | | | | | |
|  | **If a sequence of lessons, focus on each lesson in the sequence** | WH- & YES-NO INTERROGATIVE NOMINAL CLAUSES | | | | | | | | | |
|  | **Previous student teacher knowledge assumed** | **Students can explain the term nominal clause and identify the types of nominal clauses.** | | | | | | | | | |
|  | **Possible barriers to student teacher learning** | **Students teachers may not be able to identify WH and YES/NO clauses and also state the functions of such clauses.** | | | | | | | | | |
|  | **Points on inclusivity, equity and addressing diversity** | **Give equal opportunities to all students**  **Considering learners from diverse backgrounds** | | | | | | | | | |
|  | **Lesson Delivery Modes: tick** | **e-learning opportunities (LMS)** | | * **practical activity** | **Work-Based Leaning** |  | | * **Independent Study** |  | |  |
|  | **Lesson Overview: what will student teachers learn and be able to do from this lesson or sequence of lessons**  **Indicate in full the aspects of the NTS** | **This lesson discusses clauses with peculiar attention to WH and YES/NO nominal clauses. Students teachers will be exposed to WH and YES/NO clauses, state the functions of such clauses and be in the position to use WH interrogative pronouns to construct WH interrogative nominal clauses. (NTS 2c: 3a)** | | | | | | | | | |
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|  | **Learning Outcome for the lesson or sequence of lessons: including INDICATORS for Each learning outcome: picked and developed from the course specification** | **Learning Outcomes**   * 1. **explain the form of the *wh*-interrogative nominal clause. (NTS 2c,3i)**   2. **discuss the functions of the *wh*- interrogative nominal clause. (NTS3a)**   3. **explain the form of the yes-no interrogative nominal clause. (NTS 2c,3i)**   4. **discuss the functions of the yes-no interrogative clause. (3a)** | | | | **Learning Indicators**  Core skills targeted include effective communication, critical thinking, collaboration learning, digital literacy and inclusivity. | | | | | |
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|  | **Content of lesson or sequence of lessons: picked from the course specification**  **Unit/s from the course specification covered:** | **Time or stage** | **Topics and sub-topics (if any):** | | | | **Teaching and learning to achieve learning outcomes**  **Teacher Activity Student Activity** | | | | |
|  | **20 minutes** | **Define *wh*-int. nominal clause**  **Functions of the *wh*-int. nominal clause**  **Yes-no interrogative nom. clause**  **Functions of the yes-no int. nom. clause** | | | | **Lead students to discussion wh and yes/no interrogative nominal clauses.** | | | **Through group discussion students learn how to form wh and yes/no interrogative nominal clauses** | |
|  | **30 minutes** |  | | | | **Guide students to identify wh-interrogative nominal clause and state their functions.** | | | **Through radio reporting let students identify wh-interrogative nominal clauses in the following sentences and state their functions:**   1. **What we saw that day was very amazing.** 2. **The scare of covid-19 is why all students are at home.** 3. **I believed what Nana Yaa told me last night.** 4. **We talked about how we could support the covid- 19 victims.** | |
|  |  |  | | | | Functions of the wh-int. nominal Clause | | | Subject  a) What you say here will be an evidence against you in the courtroom.  b) Why Obed slapped his friend still baffles my mind.  c) How the commodity will sell depends on the packaging | |
|  |  |  | | | |  | | | V direct Object  i. I knew what was on your mind.  ii. Mercy confirmed why she took that decision  iii. The guys wondered how they would cope with the online class. iv. The police questioned where Dede slept in the midst of the covid-19.  v. We can’t imagine what made him do it. | |
|  | **30 minutes** |  | | | | Guide students to discuss Yes-no interrogative nominal clause | | | The yes-no interrogative nominal clause is introduced by if or whether:  1. Do you know if/whether the banks are open  2. I wonder if/whether he doesn’t expect too much from her | |
|  |  |  | | | | Functions of the yes-no int. nom. clause  Yes-no interrogative clauses function as:    Subject  Object    Complement  adjective Complement | | | Subject  Examples are highlighted below:  1. Whether or not school reopens doesn’t change anything.  2. Whether she divorced me or not is not your concern.  Direct Object Examples are highlighted below:  1.I don’t know if/whether he is in the room.  2. We discussed if/whether he should be allowed to run another term.  3. I wonder if/whether he reasons at all. | |
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|  | **Which core or transferable skills will be used and how** | **through discussion students will be equipped with communicative skills**  **through small group discussion students will be able to use wh and yes/no clauses effectively** | | | | | | | | | |
|  | **Lesson Assessments – evaluation of learning:**  **(Educative assessment of, for and as learning)** | **-class assignments and presentations**  **- checklist for learning outcomes**  **- practical work**  **-report writing** | | | | | | | | | |
|  | **Instructional Resources** | **laptops, mobile phones, sample questions** | | | | | | | | | |
|  | **Required Text (core)** | * ** Quirk, R. & Greenbaum, S. (1973). *A university grammar of English*. Essex: Longman. (pp. 317-319)** * ** Thompson, G. (2014). *Introducing functional grammar* (3rd ed.). New York & London: Routledge. (pp. 14-26)** | | | | | | | | | |
|  | **Additional Reading List** | **Biber, D. & Leech, G. (1999). *Longman* *grammar of spoken and written English.* London*:***  **Longman*.***  **Downing, A. (2015). *English grammar: A university course*. London & New York: Routledge.**  **Huddleston, R. & Pullum, G. (2006). Coordination and subordination. In B. Aarts & A. McMahon (eds.), *The handbook of English linguistics*.198-219. Malden, MA, Oxford & Carlton: Blackwell.**  **Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (1985). *A comprehensive grammar of the English language.* London: Longman.** | | | | | | | | | |