

Lesson Plan: WORD CLASSES: NOUNS

(for two lessons, each 1,5 hours)

First lesson: Wordlists and sentences

a. Write on a paper in your mother tongue three words of

- the places where you have lived (if you have lived your whole life in one place, name it in three different ways, e.g. district, city, country, continent)
- the closest family members (the name of a family member, e.g. mother, not first names)
- people that you treasure (first names)
- people that you don't like
- hobbies you do or would like to do
- professions you fancy most
- school subjects you like most
- things that are the most important ones in friendship to you
- qualities of a person that scare you
- qualities of a person that irritates you
- qualities of yourself you are proud of

b. Read your lists with your pair.

- Ask your pair to guess what the words mean.
- Eventually tell the correct meaning.
- Ask your pair to choose three favorite words from your list. Ask him to explain her or his choices.

c. Compare your lists.

- What similarities and differences did you find? Name at least five.

d. Translate the words into Finnish.

- Try to figure out the Finnish words first with your pair.
- If you don't find a proper Finnish word, you can check the word with the dictionary.

e. Make sentences in your mother tongue.

- Choose one word from each group.
- Make a sentence in your mother tongue. Use the word you chose in the sentence.

f. Translate the sentences into Finnish.

- Write the sentences first on your exercise book.
- When you are finished, write the sentences both in your mother tongue and in Finnish on teacher's a classroom computer.

g. The whole group reads the sentences together from the screen.

h. Discussion on the questions

What difference does it make how we name people or things? (e.g. people we do not like, feelings etc.)

Do our choices of words have an influence on interaction?

Homework: Compare your sentences in your mother tongue and in Finnish. Write into your exercise book at least three differences in the way sentences are constructed. If you find it too difficult to explain the differences you may just underline the differences.

Second lesson: I know nouns now!

1. Group the words of your list into two categories, both in your mother tongue and in Finnish

- words that name people or things
- words that tell of what kind someone or something is
- Eventually check whether there are words that don't fit into either categories. Discuss about them with your pair or with the teacher.

2. The group explores and names the categories together.

- The teacher has written down the description of categories (above). The group sees them from the screen.
- Everyone gives one example to the both categories. Teacher writes them down.
- The teacher names the categories: Substantives, Adjectives.

3. Homework: what differences did you find?

- The group discusses together the differences that they had found.
- Teacher writes them on the board using a mind map.

4. Conclusion

- In Finnish nouns act quite differently than in many other languages, because there are several endings that are added at the end of the word.

(Here's an example. In the class examples are from pupils' sentences.)

c.f.	an aunt	täti
	a house	talo
	nice	mukava
	five	viisi
	a room	huone
	aunt's house	tädiin talo
	My aunt has a nice house.	Tädilläni on mukava talo.
	There are five rooms in my aunt's house	Tätini talossa on viisi huonetta.

The endings that one can add to nouns are case endings.

(One might ask, why there's an ending -ta at the end of the word *huone* ('room'). That's because there's always partitive case with numbers except number one.)

5. How to know nouns?

Look at your sentences and underline all case endings.

In Finnish nouns are words that inflect for cases.

There are four groups of nouns: subjectives, adjective, numerals and pronouns. (Numerals and pronouns are just mentioned, examples are given, too.)

Compare Finnish nouns of your sentences to nouns in your own language. How do they differ?

6. Noun play

Pairs of pupils write a dialogue. They are supposed to use nouns from their lists.

By Katriina Rapatti

The place of the dialog and the people involved can be decided together so that all have the same setting. Or the pairs may decide both the place and the persons having the dialog.

7. Pairs present their dialogs.

If there's time, pupils may sum up the main idea of their dialog and present it as a statue or a still picture.

Homework: Read a daily newspaper and pick five headlines. Clip the headlines and paste them into your exercise book. Underline nouns.