

**Theme: The People Around Us****Focus: Concord – ‘Everybody’, ‘Somebody’ and ‘Nobody’ Using the Singular Verb Form****Lesson Objectives**

Students are able to

1. identify well-known politicians, teachers and non-teaching staff in their school,
2. complete sentences using the correct form of the verb,
3. complete sentences using ‘everybody’, ‘somebody’ and ‘nobody’.

Resources*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 4
2. Picture cards of local or foreign politicians (some well-known and some less well-known)
3. A list of sentences with blanks that are to be completed with ‘everybody’, ‘somebody’ or ‘nobody’
4. Writing paper or an English exercise book (for Optional Activity)

Introduction / Warm-up Activity (5 min)

1. Before showing the students the picture cards, tell them that you are going to give them clues and they have to guess the people you are talking about.

Example:

- This lady is our principal.

After the students call out the answer, ask them, “Who does not know who our principal is?”

If all the students know the principal, say, “Everybody knows that the principal is Mrs Lee.”

2. You may want to use picture cards that either all the students will know or none of the students will know to illustrate how the words ‘everybody’ and ‘nobody’ are used.
3. Show a picture card and ask, “Who is this?.” After someone correctly identifies the person, you may say, “Somebody knows that this person is (name of person or position that person holds).”
4. Write the sentences on the board.

Lesson (10 min)**Concord – ‘Everybody’, ‘Somebody’ and ‘Nobody’ Using the Singular Verb Form**

1. Explain to the students that when ‘everybody’, ‘somebody’ and ‘nobody’ are used, they must use the singular form of the verb.

2. Direct the students to **page 7 of Learning Grammar Workbook 4**. Read the examples to them. Highlight to them that ‘everyone’, ‘someone’ and ‘no one’ also follow the same rule.
3. Next, show a list of sentences that you have prepared, one at a time, and get the students to complete the sentences with ‘everybody’, ‘somebody’ or ‘nobody’.
4. You may want to highlight to the students that this exercise focuses on the pronouns as the subject. For example, ‘Somebody is at the door.’ and not ‘I can see somebody over there.’ If the students are unsure of the answer, explain how they can derive the answer by understanding what the sentence is about.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 4 and 5, pages 8 – 9** on their own.
2. Facilitate the students’ learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the students into groups. Direct them back to **page 7**. Give each group a few of the picture cards. Get them to come up with two sentences for each picture.

Examples:

- This man is not from Singapore. Nobody knows who he is.
 - This is our form teacher. Everybody likes her.
2. Get your students to write their sentences on **page 7**.
 3. Facilitate the students’ learning by walking around to check their sentences.

Optional Activities

1. Ask the students to complete **Exercise 6 and 7, pages 10 – 11** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to go through one or two of the questions with your students in class before they do the exercise for homework.
4. You may want your students to write a short paragraph about someone they know. The person could be a family member, neighbour, someone they see every day, a pet etc. Instruct them to use the pronouns taught in this exercise in their paragraph.

Example:

- Balu is a cleaner in my estate. Everybody knows him because he cleans our block every day. He does a good job. Nobody is unhappy with his work. Balu is also very friendly. One day, somebody spilt some food. Balu helped to clean it up immediately.
5. You may want them to draw a picture of what or who they intend to write about on writing paper or in their English exercise book.
 6. For weaker students who are unable to do this, you may want them to write 5 or 6 unrelated sentences using the pronouns taught. They could refer to the examples on **page 5** and make minor changes such as ‘Everybody has to be in school by 7 am.’