



Theme: The World of Science

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Connectors of reason Articles (2) 	<ul style="list-style-type: none"> Word meanings Prefixes 'sub', 'trans', 'fore' and 'inter' 	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

Lesson Objectives

Students are able to

- use connectors of reason such as 'because', 'as', 'so' and 'since' to tell why something happens,
- use the article 'the' in sentences,
- answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Audio tape on 'Water Cycle Song'
- Song on the water cycle
- Word cards showing 'because', 'as', 'so' and 'since' on each of them
- A piece of paper showing at least 6 sentences with the connectors of reason 'as', 'so' and 'since' in them
- Visualizer projector
- A piece of paper with 6 questions, each with two sentences that the students have to join using a suitable connector of reason

Introduction / Warm-up Activity (10 min)

- Let the students listen to the 'Water Cycle Song'. Then, show the video on the water cycle to the students. After watching, recapitulate with the students their understanding of the process of the water cycle. Draw out a simple chart on the whiteboard to show the water cycle and its processes at each stage.

Lesson (20 min)

- Pointing to the part of the simple chart that shows where evaporation takes place. Ask the students a few questions about the water cycle that require them to answer in complete sentences using 'because'.

Example:

- Evaporation takes place because there is heat.
- Condensation occurs because humid or moist air comes into contact with a cool surface.

Underline the connector 'because' in the sentences. Then, show the students the word card 'because' and stick it on the whiteboard. Tell them that it is a connector of reason as it tells them why something happens. Get the students to explain other scientific facts using 'because' by asking them to explain why. Write their answers on the whiteboard.

- Let the students see the word cards 'as', 'so' and 'since'. Stick them onto the whiteboard. Tell the students that they are also connectors of reason. Put the piece of paper with the sentences showing the connectors of reason on the visualizer projector.

Example:

- There was an explosion in the laboratory as the scientist mixed the wrong chemicals.

Mike placed the buckets of pails in the garden so he could collect rainwater.

The machine is a useful invention since it cuts down on production costs.

Read each sentence to the students and explain to them how the connector of reason serves to tell why something happens. Get the students to construct sentences using 'as', 'so' and 'since' and write their sentences on the whiteboard.

3. Emphasize to the students that 'because' and 'so' are usually placed in the middle of the sentence. Encourage them not to have them at the beginning of their sentences.
4. Elicit from the students the articles that they have learnt (i.e. 'a', 'an' and 'the'). Write their answers on the whiteboard. Circle the article 'the'. Ask the students to give you examples when the article 'the' is used. Write their responses on the whiteboard. Ensure that the article 'the' is used in different ways.
5. Should the students not be able to provide sentences in which the article 'the' is used in different ways, show them a variety of such sentences on the visualizer projector. Go through each one of the sentences and explain to them how the article 'the' is used.

Example:

- The test tube contains acid.

- The test tubes contain acid.

- The acid is in the test tubes.

Underline the articles 'the' in the sentences. Show the students that 'the' can be used for countable (singular and plural) and uncountable nouns.

6. Show the next sentence to the student where 'the' is placed before a noun when the superlative adjective is used.

Example:

- The flask contains the hottest water.

7. In the next few examples, show the students that 'the' is used to talk about something specific. This can be when the thing that is being referred to is the only one.

Example:

- The moon is hiding behind the clouds.

- We headed towards the Singapore Science Centre.

Let the students understand that 'the' can also be used when the person whom they are speaking to is aware or knows what they are talking about.

Example:

- I found the book below the staircase.

8. Explain to the students that 'the' is also used when the same person, animal or thing is mentioned a second time. When it is first introduced, the article 'a' or 'an' is used instead.

Example:

- An apple dropped on Newton's head. He picked up the apple.

9. Put the students into groups and get them to construct sentences using 'the' as shown in the various examples used on the visualizer projector. Then, get a few students to share their sentences with the class. Discuss as a class and identify how the article 'the' is used in the sentences.
10. Bring to the students' attention that 'the' is not used before plural nouns or uncountable nouns in general. Give the students some examples.

Example:

- Solids, liquids and gases are three states of matter.
- Without water, living things will die.

Additional Activities / Closure (15 min)

1. Put the students into groups. Show the students 6 questions, each with two sentences that the students have to join using a suitable connector of reason. Give them ample time to write their sentences on a piece of paper. After they have written all 6 sentences, get them to discuss the sentences they have written together as a class. Elicit from them if the sentences are correctly constructed with the use of the connector of reason they have chosen.
2. Tell the students to turn to **pages 81 – 84**. Review the ‘Read and Learn’ sections on **page 81 and page 83**. You may want to go through at least two questions on **pages 81 – 82** to show the students how they should join the sentences together with the connector of reason that is given to them. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students’ work.

Homework

1. Ask the students to complete **pages 86 – 87** as homework. Read the passage together with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least two questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Read the story of the ‘Hungry Caterpillar’ by Eric Carle to the students. Encourage them to research on any particular caterpillar and its adult. Get them to draw a life cycle of the caterpillar and get them to label the stages. Share their findings and their drawing of the life cycle with the rest of their classmates in the next lesson.
2. Let the students understand more about silkworms and the silk industry by watching a video or reading up materials on them. After that, put the students into pairs and get them to do a crossword puzzle with at least 10 questions about silkworms which they have studied or researched on. Then, exchange their crossword puzzle with their classmates and get them to solve it.