



## Theme: Try This!

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Adverbial phrases (2)</li> <li>Quantifiers (2)</li> </ul>	<ul style="list-style-type: none"> <li>Words related to experiments</li> <li>Suffixes 'tion' and 'sion'</li> </ul>	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 quantifiers,
- use and understand the meaning of suffixes '-tion' and '-sion',
- write a story based on pictures and helping words.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Food colouring
- A jug of water
- Sugar
- Ice cubes
- A spoon
- Sentences with quantifiers used during the 'Introduction' of the lesson
- Visualizer projector
- 1<sup>st</sup> set of word cards (refer to the words in brackets on [page 40](#))
- 2<sup>nd</sup> set of word cards (refer to the answers for questions 1 – 8 on [page 40](#))
- Sentences with the use of base words and their corresponding suffixes in them
- Powerpoint slides with missing quantifiers and suffixes '-sion' and '-tion'

### Introduction / Warm-up Activity (10 min)

- Get ready the food colouring, a jug of water, sugar and ice cubes on the table. Tell the students that you are going to conduct an experiment to make a very special drink. Put the food colouring, sugar and ice cubes into the jugs of water, one at a time. Ensure that as you place each of the ingredients into the water, you let the students know how much it is that you put in.

**Example:**

- Add a little food colouring into the water.
  - Put a few spoonfuls of sugar into the water.
  - Add a lot of ice cubes into the water.
- Stir the mixture and tell the students that you will put it in the refrigerator.

### Lesson (20 min)

- Use the visualizer projector to show the students the sentences you made when you were carrying out the experiment.

**Example:**

- Add a little food colouring into the water.
- Put a few spoonfuls of sugar into the water.
- Add a lot of ice cubes into the water.

Underline the quantifiers used in the sentences. Explain to the students that quantifiers are used to tell the number or quantity of something.

2. Elicit from the students when they should use 'a little', 'a lot of' and 'a few'. Get them to refer to the examples used and let them tell you that 'a little' is used with uncountable nouns. Get them to construct other sentences using the quantifier 'a little'. Bring to the students' attention the nouns used in the sentences that they construct.

**Example:**

- I have a little money in my wallet.
- There is a little paint on her dress.

3. Elicit from the students that 'a few' is used with countable nouns. Get them to construct other sentences using the quantifier 'a few'. Bring to the students' attention the nouns used in the sentences that they construct.

**Example:**

- I have a few toys at home.
- There are a few students in the field.

4. Elicit from the students that 'a lot of' is used with countable nouns and uncountable nouns. Get them to construct other sentences using the quantifier 'a lot of'. Bring to the students' attention the nouns used in the sentences that they construct.

**Example:**

- I have a lot of toys at home.
- There is a lot of sugar on the floor.

5. Take some sugar and put them into two piles on the table. Ask the students which has less sugar. Tell the students that 'less' is a quantifier used to compare two uncountable nouns. Elicit from the students other uncountable nouns that they can use when comparing two amounts of them.

**Example:**

- salt, oil, vinegar, air

6. Take some ice cubes and put them into two piles on the table. Ask the students which has fewer ice cubes. Tell the students that 'fewer' is a quantifier used to compare two countable nouns. Elicit from the students other countable nouns that they can use when comparing two amounts of them.

**Example:**

- computers, pencils, cherries, teachers

7. Show the 1<sup>st</sup> set of word cards to the students. Get them to read the words after you, one at a time. Get the students to explain to you the meaning of the words if they know. Then, ask the students to identify if the words are verbs, nouns, adjectives or adverbs.
8. Next, show the students some sentences on the visualizer projector. The sentences have the words from the 1<sup>st</sup> set of word cards in them.

**Example:**

- Metals contract when they are cooled.

Show the students the following sentence using the suffix for the underlined word in the first sentence.

### Example:

- The contraction of metals occur when they are cooled.

Tell the students that the suffix '-tion' has been added to the back of the base word to make it into a noun.

9. In a similar way, show two sentences, one with a base word and the other with a suffix '-sion' added to the base word.
10. Explain to the students that a base word ending in 't' will usually take the suffix '-tion'. A base word ending in 's' will usually take on the suffix '-sion'.

### Additional Activities / Closure (15 min)

1. Show the students some sentences, one at time, on the visualizer projector. Get the students to complete them using the correct quantifiers 'a few', 'a little', 'a lot of', 'fewer' and 'less' on a piece of paper. Then, get the students to exchange their papers with the student sitting next to them. Check and discuss the answers with the students. Let the students mark their classmates' work.
2. For the suffixes, alternate between showing the students the 1<sup>st</sup> set and 2<sup>nd</sup> set of word cards. If you show them a word card from the 1<sup>st</sup> set, the students have to decide if they should use the suffix '-sion' or '-tion' to change it into a noun. Get the students to spell their answer before showing the corresponding word in the 2<sup>nd</sup> set.
3. Tell the students to turn to **pages 38 – 40 of Learning English Workbook 4**. Review the 'Read and Learn' section on **page 38**. 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 **page 43** as homework. Discuss with the students the three pictures shown on **page 43**. Elicit from the students a sentence to sum up what each picture is telling them. Write the students' responses on the whiteboard. Go through the guiding questions. Next, go through the helping words in the box below the pictures. You may want to help the students with the introduction of the story and let them continue the rest. Allow the students to write their own titles for their stories.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### Optional Activity

1. Let the students have an 'egg-citing' time conducting some simple experiments with eggs. You can get the students to try making an egg stand upright, or get them to sort out raw and boiled eggs. Then, get the students to write down their observation of the experiments done. Let them explain why it is possible for the egg to stand upright or why it is easy to sort the raw eggs from the boiled ones.
2. Select 5 verbs that the students can add suffixes '-tion' and '-sion'. Encourage the students to write a short poem about science using the words with suffixes in them. Let them share their poem with their classmates during the next lesson.