

**Theme: Express Yourself!**

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Collective nouns Conditional sentences Quantifiers (3) 	Expressions used for personal response	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 'if' in conditional sentences to talk about things that will possibly happen in the future,
- use quantifiers 'either' and 'neither' to talk about two people, groups or things,
- use correctly 'another', 'other', 'others' and 'rest' to refer to countable or uncountable nouns,
- write a story based on pictures using helping words and guiding questions.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Cartoon strip of a boy and a girl talking using 'if' in conditional sentences
- 2 red markers
- Word cards showing 'either', 'neither', 'another', 'other', 'others' and 'rest' on each of them
- Sentences with blanks for the students to fill in the quantifiers 'either', 'neither', 'another', 'other', 'others' and 'rest'

Introduction / Warm-up Activity (10 min)

- Show a cartoon strip of a boy talking to a girl. Divide the class of students into 2 groups. Get each group to read the part of the character.

Example:

- If I hurry, I will see my father before he leaves the houses.
- If I see my father, I will borrow \$10 from him.
- If I borrow \$10 from my father, we can have some fast food together.

Get the students to notice that sequence of the comic strip shows one possible event leading to another. Get the students to try to think of another two more possible events after the last comic strip is shown. Write their responses down on the whiteboard.

Lesson (20 min)

- Explain to the students that the sentences used in the comic strip and those written on the whiteboard are called conditional sentences. They are used to talk about things that will possibly happen in the future. Write down the following on the whiteboard: if + verb (simple present tense) ... will + verb (base form). Then, highlight to the students using the conditional sentences on the whiteboard where the 'if + verb (simple present tense)' and 'will + verb (base form)' are shown.
- In addition, point out to the students the necessary punctuation that they need to put after the first clause with the 'if' in it. Use a different coloured markers to indicate the comma (,) that is placed after the first clause.

3. Alternatively, get the students to understand that conditional sentences can also be written in another way. Using the sentences that are on the whiteboard, ask the students if they can rewrite them without changing the meaning. If they are unable to, help them to write the first one. Then, let them try to do the other sentences.

Example:

- If I hurry, I will see my father before he leaves the house.
- I will see my father before he leaves the house if I hurry.

Write down the following on the whiteboard: will + verb (base form) ... if + verb (simple present tense). Then, highlight to the students using the conditional sentences on the whiteboard where the 'will + verb (base form)' and 'if + verb (simple present tense)' are shown.

4. In the case of having 'if' in the middle of the sentence, point out to the students that no comma is needed.
5. Tell the students that they are going to learn quantifiers 'either' and 'neither'. Show the students the word cards 'either' and 'neither'. Then, write the word 'Quantifiers' above the word cards. Explain to the students that these two quantifiers are used to talk about two people, two things or two groups.
6. Show the students two markers of the same colour. Ask them what colour they are. Then, construct the sentence using 'either'.

Example:

- Either marker is red in colour.

Write the sentence on the whiteboard. Explain to the students that 'either' in the sentence is referring to the two markers and that both are red in colour. Point out to the students that when the use of 'either' in the sentence is placed before the noun, the latter takes on a singular form.

7. Now, still using the same two red markers, construct a sentence using 'neither'. Ask the students if the markers are blue in colour.

Example:

- Neither marker is blue in colour.

Write the sentence on the whiteboard. Explain to the students that 'neither' in the sentence is referring to the two markers and that both are not blue in colour. Point out to the students that when the use of 'neither' in the sentence is placed before the noun, the latter takes on a singular form.

8. Get the students to observe their surroundings and construct sentences using 'either' and 'neither'. Write the students' sentences on the whiteboard below the correct word card.
9. Using the two markers again, tell the students that you are going to construct the sentences about them using 'neither'. Tell the students to observe how the sentences are constructed this time.

Example:

- Neither of the markers is blue in colour.

Write the sentence on the whiteboard next to the word card 'neither'. Underline the words 'neither of the' in the sentence. Point out to the students that when the use of 'neither of the' is used in the sentence, the noun that follows takes on a plural form. Get the students to construct sentences using 'neither of the'. Write the students' sentences on the whiteboard.

10. Show the word cards with the words 'another', 'other', 'others' and 'rest' to the students. Stick the words on the whiteboard. Construct a sentence with 'another' using the markers as an example.

Example:

- Do you have another red marker?

Explain to the students that 'another' is used with singular countable nouns. It refers to one person or thing. Get the students to construct sentences using 'another'.

11. Next, point to the students the word card 'other'. Construct a sentence with 'other' using the markers as an example.

Example:

- Do you have other red markers?
- I would like the other red marker.

Elicit from the students what they notice with the use of 'other' in the two sentences. Point out to them that 'other' can be used with singular or plural countable nouns. Get the students to construct sentences using 'other' with singular or plural countable nouns.

12. Write a sentence using 'other' with an uncountable noun on the whiteboard.

Example:

- The book has other information.

Explain to the students that 'other' can therefore be used with uncountable noun too. Get the students to construct sentences using 'other' with uncountable nouns.

13. Lastly, point to the word card 'others'. Construct a sentence with 'others' using the markers as an example.

Example:

- I want only the red markers, not the others.
- Some of the students want the red pens, others do not.

Point out to them that 'others' mean 'the rest'. Get the students to construct sentences using the word 'others'.

Additional Activities / Closure (15 min)

1. Show the piece of paper with 10 sentences on the visualizer projector, one at a time. Get the students to decide if they should fill in the blanks with 'either', 'neither', 'another', 'other', 'others' or 'rest'. Discuss with the students the answers they have given.
2. Put the students in pairs. Provide the students with the first part of the sentence containing the conditional 'if'. Get each pair to come up with a creative 2nd part to the sentence. Get the students to write their answers on a piece of paper. Then, discuss with the students their sentences.
3. Tell the students to turn to **pages 74 – 77**. Review the 'Read and Learn' sections on **page 74 and page 76**. 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 80** as homework. Read the instructions given on **page 80** with the students. Read the words in the box below the pictures. Explain to the students any words that they might be unfamiliar with. You may want the students to suggest some titles they can use for their writing.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Discuss with the students the different ways they can set things right if they are caught in a situation such as a quarrel with a good friend. Get the students to write down at least 6 conditional sentences that they can do which can hopefully set things right between them and their good friend. Encourage the students to write in different ways where ‘if’ appears either at the beginning of the sentence or in the middle.

Example:

- If I apologize to her right now, she will forgive me.
- She will forgive me if I apologize to her right now.