



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

1. use expressions to show their personal response,
2. use collective nouns,
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 4
2. Word cards (refer to the words in the box on page 114)
3. A script with two people having a conversation (Ensure that the sentences in the conversation contain the words on page 114.)
4. Picture cards showing collective nouns associated with a concert, e.g. a choir, a crew, the audience, a class, etc.
5. A piece of paper with 10 sentences on collective nouns (seen as a whole or as individual members)
6. Picture cards of different scenarios for students to express themselves, e.g. seeing a bus driver talking to someone on his handphone while driving a busload of passengers

Introduction / Warm-up Activity (10 min)

1. Prior to the lesson, select two students who can act out a short skit where they are planning a year-end concert for the school. After greeting the class, get the two students to act it out in front of the class. Then, discuss briefly with the students what the conversation is about.

Lesson (20 min)

1. Show the word cards to the students. Tell the students that in the course of the conversation between the two students earlier, they have used the expressions. Read the words, one at a time, with the students. You may want the two students to enact the scene again. Each time they use one of the expressions, pause the conversation between the two actors before lifting up the word card. Tell the class that the words on the word card express how the speaker feels about something. Let the two students continue their conversation, stopping them only when an expression is used. You may want the class to be observant and point out the expressions used by the students instead.

2. Tell the class that the two students are part of a committee that is organizing the year-end concert. Show them a picture card of a committee. Then, show the students other picture cards such as a group of teachers, a class of students, a choir of singers, etc. that usually go with organizing a concert. Get the students to identify the groups shown on each picture card. Stick the picture cards on the wall and write the students' responses below them.
3. Tell the students that their responses below the picture cards are known as collective nouns. Explain to the students that collective nouns are used to talk about groups of people, animals or things. Further explain to the students that when collective nouns are seen as a whole, the singular verb and pronoun are used.

Example:

- The committee decides to engage a magician for its year-end concert.

Get the students to construct sentences using the collective nouns seen as a whole. Write their sentences on the whiteboard.

4. Explain to the students that a collective noun can also be seen as a group with all the members in the group doing individual things. When this is so, the plural verb and pronoun are used.

Example:

- The committee help to raise the funds in various ways.

Get the students to construct sentences using the collective nouns seen as a group with all the members in the group doing individual things. Write their sentences on the whiteboard.

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 the collective noun in each sentence should have a singular or plural verb. After they have decided on the verb, discuss with them why a singular or plural verb is used. Get them to explain to you why the collective noun is seen as a whole or as a group with its members doing individual things.
2. Tell the students to turn to **pages 107 – 108 and page 114**. Review the 'Read and Learn' sections on **page 107**. 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 115 – 117** 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. Get the students to reflect on a time that they wanted to express something but they feared that they would be laughed at, mocked at, humiliated, or hurt. Let the students write it in their journal and share them with you about what happened and what they did about it. Always ask for their permission if they would like to share their writing with their classmates if you think it will be a good learning experience for everyone.
2. Give the students scenarios using picture cards. Get them to think of sentences that they might say if they were caught in situations found in the scenarios. Encourage them to share how they will express themselves to their classmates.