

Theme: The Young Generation

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Passive voice Subject-verb agreement Indefinite pronouns 	Games	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

- use indefinite pronouns,
- use appropriate vocabulary associated with a particular game,
- write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 6
- A picture of 4 men with the names 'Everybody', 'Somebody', 'Nobody' and 'Anybody'
- A story about 'Everybody', 'Somebody', 'Nobody' and 'Anybody'
- 1st set of word cards (Refer to the words in the 1st white box shown on page 80.)
- 2nd set of word cards (Refer to the words in the 2nd white box shown on page 80.)
- Picture cards showing different types of games played by children in the 60s
- A passage on a game called 'Sardines' (Ensure that some words are missing from the passage so that the students can fill them in.)
- Blank Bingo cards (3 × 3 grid)

Introduction / Warm-up Activity (10 min)

- Show the students a picture of four men. Introduce the characters to the students by their names 'Everybody', 'Somebody', 'Nobody' and 'Anybody'.
- Tell the students the story. Ask them if there is a moral for the story. Write their responses on the whiteboard.

Lesson (20 min)

- Point out to the students that in the story, 'Everybody', 'Somebody', 'Nobody' and 'Anybody' are supposedly the names of the characters. However, in English grammar, they are known as indefinite pronouns. Stick the word cards on the whiteboard. Get the students to read each of the word cards. Explain to the students that indefinite pronouns do not refer to any specific person, thing or amount.

2. Get the students to construct sentences using each of the four indefinite pronouns. Write their responses on the whiteboard. Then, point out to the students that the singular verbs are used with these indefinite pronouns.

Example:

- Somebody is / was at the door.
- Is anybody at home?

3. Show the other word cards in the 1st set to the students. Stick the word cards on the whiteboard. Get the students to read each of the word cards. Tell the students that these are also indefinite pronouns that are matched with singular verbs. Elicit from the students sentences that they can construct using each of the indefinite pronouns. Write the students' responses on the whiteboard.

4. Next, show the students the 2nd set of word cards. Stick them on the whiteboard. Get the students to read each of the word cards. Explain to the students that for these indefinite pronouns, the plural verbs are used to match them. Give the students some examples and write them on the whiteboard.

Example:

- Some children are very bold these days.
- All are welcome to the party.
- Several tops were on sale.

Get the students to construct sentences on their own. Write their responses on the whiteboard as well.

5. Next, show the students some pictures of games played by children in the 60s. Discuss with the students the games shown in the pictures. Then, show the students a short passage about a game called 'Sardines' played by children in the 60s. Reveal only the title of the passage, which is 'Sardines'. Get the students to guess what the passage would be about based on the title. Then, let them read the passage. As there are some missing words in the passage, get the students to provide the answers in the blanks. Elicit from the students how they got the answers based on the passage.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Give each pair of students a blank Bingo card. Get them to fill the boxes with any of the indefinite pronouns that they have learnt in the lesson. Each indefinite pronoun can only be used once. Once every pair's Bingo card has been filled in, tell them that you are going to pick out slips of paper that contain sentences from a bag. You will show the students the sentences on the visualizer projector and the students have to fill in the blanks with the correct indefinite pronoun. If the indefinite pronoun is found on their Bingo card, they can cancel it out. If they cancel out 3 words in a line, whether horizontally, vertically or diagonally, they have to shout out 'Bingo'. You will then check their Bingo card to see if the words that have been cancelled out are correct. The winning pair is awarded a small prize.
2. Tell the students to turn to **pages 80 – 81 of Learning English Workbook 6**. Review the 'Read and Learn' section on **page 80** before reading the instructions given in the exercises together. 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 86** as homework. Study the pictures with the students. Get them to come up with the vocabulary to describe the pictures. Write the words on the whiteboard. Go through the guiding questions. Elicit ideas from the students how to go about writing their story. Remind the students that they do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Discuss with the students what they do during their free time. Get them to discuss in groups. Then, draw or print out the activity that they do. Get the students to write a short passage about the activity, leaving out at least 8 vocabulary or language words commonly associated with the activity. Get the students to pass up their work to you to look through. You may want to use their pieces of work as a follow-up in class and get the rest of the students to fill in the blanks. Alternatively, you can use it as a contest and pin it on the English notice board. All students can participate in the contest except the group whose work is pinned up. The student with the most correct answers wins a small token.