



## Lesson Plan For Lesson 8



40 min

**Theme: Things We Do**

**Focus: Concord – ‘Both’ and ‘All’ with Plural Verbs**

### Lesson Objectives

Students are able to

1. identify actions they do every day,
2. complete sentences with ‘all’ and ‘both’ using the correct form of the verb,
3. complete sentences with ‘all’ or ‘both’,
4. complete sentences using the correct forms of the noun and the verb.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 3
2. Picture cards of people performing similar actions
3. Writing paper or an English exercise book

### Introduction / Warm-up Activity (5 min)

1. Call on two students to come to the front of the class. Tell them to perform an action without letting the rest of the class know what it is. The other students have to guess what the two students are doing. Form a complete sentence after the class has guessed the action right.

*Examples:*

- Both of them are running.
  - Both of them run on the spot.
2. Repeat this activity as many times as possible. Call on more than two people to the front of the class as well to illustrate the word ‘all’.
  3. Write the sentences on the board and underline ‘all’ and ‘both’ in the sentences.

### Lesson (10 min)

#### Concord – ‘Both’ and ‘All’ with Plural Verbs

1. Explain to the students that ‘both’ refers to only two people.
2. Ask the students if the verbs used are in the singular or the plural form when ‘both’ is used.
3. Highlight to the students that when ‘both’ and ‘all’ are used, the plural form of the verb is used.
4. Contrast the use of ‘all’ and ‘both’ with ‘each’ and ‘every’ taught in the previous lesson.

5. Show the students picture cards of people doing similar actions and get them to use the determiners to talk about the pictures.

### **Classroom Activities / Assessment (10 min)**

1. Refer the students to **page 33 of Learning Grammar Workbook 3**. Read the examples to them.
2. You may want to highlight to the students that when 'and' is used with 'both', the examples provided are more specific.

*Examples:*

- Both boys are here.
  - Both Peter and Michael are here.
3. Let the students complete **Exercise 17 and 18, pages 34 – 36** on their own.
  4. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Divide the class of students into pairs.
2. You may want to provide scenarios of the things people do. Some of the scenarios should relate to the picture cards shown during the lesson earlier.

*Example:*

- All the people are driving to work.
3. Hand out the picture cards used earlier in the lesson. The students can use these picture cards (if necessary) to form sentences using 'both' and 'all' or come up with their own actions based on the scenarios given.
  4. Get your students to write their sentences on writing paper or in their English exercise books.

### **Optional Activities**

1. Ask the students to complete **Exercise 19, page 37** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to direct the students back to **pages 29 and 33** to review the rules for the use of the determiners.
4. You may want the students to work in pairs to think of a story. Give each pair a scenario such as my home at night, the park at night, the market on a Sunday morning etc. Get them to think about the things that can happen during those times and write sentences using the determiners learnt in **Lesson 7 and 8**.

*Example:*

- All the stallholders are very busy. Both the vegetable stall and the fish stall are very crowded. Each customer is looking for the cheapest food. Every customer carries a basket.