

**Theme: That's Funny!**

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Adjectives • Articles (1) 	<ul style="list-style-type: none"> • Words related to having fun • Words with different meanings • Idioms 	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 articles 'a', 'an' and 'the',
2. use words with different meanings,
3. understand the meanings of idioms and use them in sentences,
4. write a composition based on pictures using guiding questions and helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 4
2. A funny cartoon strip of at least two characters with speech bubbles (Ensure that the conversation has articles in them.)
3. The same funny cartoon strip used in (2) with the articles removed from the conversations
4. Word cards (refer to the words in the box on [page 58](#))
5. A piece of paper with 4 sentences, each using the words in the box on [page 59](#)
6. Visualizer projector
7. A video showing idioms, how they are used and their meanings
8. Picture cards showing idioms

Introduction / Warm-up Activity (10 min)

1. Depending on the number of characters in the cartoon strip, divide the class such that each group takes on the role of a character. Get each group to read out their character's speech bubble.
2. Next, show the class the same cartoon strip without the articles. Get the students to read their parts again. Tell them to read the words in the speech bubbles as they are.

Lesson (20 min)

1. At the end of the second round of reading their parts in the cartoon strip, ask the students what they observe about the sentences they read. Elicit from the students that there are missing articles in the sentences. Ask them how they find reading the sentences without them.
2. Explain to the students when to use articles. Provide the students with the general rule 'a' (or 'an' before a vowel sound) refers to any object while 'the' refers to a specific object.

Example:

- I have a cake for my birthday. My mother bought the cake.
- I had an apple for recess. The apple was crunchy and sweet.

Write the sentence on the whiteboard. Emphasize and explain to the students the use of the articles here.

3. Go through the cartoon strip with the students again. Discuss with them the use of the articles in the sentences in the conversations among the characters.
4. Explain to the students that certain locations and activities which are familiar and regular to them do not require any article.

Example:

- home, school, work, church, class, breakfast, lunch, dinner

Write sentences on the whiteboard without the use of articles in them.

Example:

- I have dinner at 8 o'clock daily.
- I go home after playing basketball.

Explain to the students that articles are also not placed in front of nouns if they are talking about something in general.

Examples:

- Apples can be green, red or yellow.

5. Show the students a few sentences and get them to explain the use of the article in each sentence.

Example:

- I drove past a school. (This means I have never seen that school before.)
- I drove past the school where my son goes. (This means I know that specific school.)
- My son goes to school here. (This does not require any article since it is his regular school.)

6. Next, show the students the word cards. Get the students to read the words after you. Then, stick the word cards on the whiteboard. Elicit from the students the meanings of each of the word as they are. Write the meanings of the words under each word card.

Example:

- palm – (1) part of the inside of your hand
- (2) a type of tree

Then, get students to construct sentences using the word that has been explained.

Example:

- (1) We slammed our palms together when we scored a goal.
- (2) I sat under the palm tree at the beach.

Write the students' sentences on the whiteboard. Do the same for the other word cards.

7. Show the students the video on idioms. After viewing it, get the students to recall the different idioms learnt from it. Write the idioms on the whiteboard. Get the students to explain what each of them mean in their own words. Encourage the students to construct sentences using the idioms.
8. Show the sentences with idioms in them on the visualizer projector. Get the students to identify the idioms found in each of the sentences. Underline the idioms. Get the students to infer the meanings of the idioms based on the context.

Additional Activities / Closure (15 min)

1. Put the students into pairs. Tell them that they are going to practise using the articles in a statement and question exercise. Tell the students to construct simple sentences using a noun and an article, 'a' or 'an'. Show the students how to do it by giving them an example first. Write the example on the whiteboard.

Example:

- I have a dog.
- She has an umbrella.

Tell the students that once the simple sentences are constructed, they need to use question words such as 'who', 'what', 'when', 'where', 'why' or 'how' and convert the simple sentence into a question using the article 'the'.

Example:

- I broke a cup.
 - Where is the broken cup?
 - She has an umbrella.
 - What is the umbrella for?
2. Put the students into groups. Show them picture cards on idioms, one at a time, on the visualizer projector. Get the students to guess what the idiom is about. If the picture card shows a stormy scene, try to elicit from the students the idiom 'raining cats and dogs'. Get them to explain why they chose the idiom.
 3. Tell the students to turn to **pages 54 – 56 and pages 58 – 59 of Learning English Workbook 4**. Review the 'Read and Learn' sections on **page 55**. 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 61** as homework. Discuss with the students the situation given on **page 61**. Get the students to underline or highlight the important information that they need to use in their composition. Go through the guiding questions. Explain any words or phrases that the students may not be familiar with. 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. Put the students into groups. Get each group to find at least 10 idioms and their meanings and write them down on paper in two different columns. Do check with each group if the idioms and their meanings are correct. Then, get the students to cut out each idiom and their meanings and place the papers into a bag. Each group of students will then have to change their bag of idioms with another group. Once each group has a bag of idioms and meanings, get them to mix and match the idioms and their meanings. The first group that gets all the answers correct is the winner.