

5 Most of Us Are Very Hungry

All / Most / Some . . .

Target patterns:	All of / Most of any of . . . Both of / One of . . .
Communication skills:	Making requests Discussing what to do
Language sets:	All, most, some, none Both, one, neither

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Warm Up What's the Connection?

Show the students a picture of people or animals (there need to be at least five people/animals in the picture). Write a puzzle on the board connected with the picture and see if the students can solve it (give hints if necessary). The answer to the puzzles is "All of them . . .", "Most of them . . .", "Some of them . . .", "None of them . . ." The students then look at other pictures of people and animals and make sentences about them using each of the four patterns.

Are Any of You Thirsty?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Are most of them thirsty?
What kind of juice does Sachiko want?

Follow-up questions

Are any of them hungry?
What does Paula want to eat?
How many of them want to go to the store?

Comprehension – personalization

T: *Are any of them thirsty?*
S1: *Yes, most of them.*
Are any of you thirsty?
Class: *Yes/No, Most/Some/None . . .*
S2: *Are any of you (sleepy/angry/aliens/etc.)?*
Class: *Yes/No, Most/Some/None . . .*

T: *Do any of them want to go to the store?*
S3: *No, none of them.*
Do any of you want to go to the store?
Class: *Yes/No, Most/Some/None . . .*
S4: *Do any of you want to (go swimming/play soccer/etc.)?*

Class: *Yes/No, Most/Some/None . . .*

Personalization

Students take turns asking ". . . any of you . . ." questions. After each questions, the students answer individually or raise their hands, and then answer with "Yes, all of us", "Yes, Most of us", "Yes, some of us", "Yes, one of us," or "No, none of us."

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Warm Up What's the Connection?

Make a word puzzle about the class and see if the students can solve it. The answer to the puzzle is "All of us . . .", "Most of us . . .", "Some of us . . .", "None of us . . ." . The students then make more sentences about the class or other groups they belong to, using the four patterns.

Most of Us Are Very Hungry

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why can't they go to a restaurant?
How are most of them feeling?

Follow-up questions

What do some of them want to do?
What do some of your friends want to do?

What do none of them want to do?
What do none of your friends want to do?

Comprehension – personalization

T: *Are there any restaurants?*
S1: *No, there aren't.*
Are there any restaurants near here?
S2: *Yes, there's an Italian restaurant next to the bank.*

T: *Do any of them want to swim?*
S3: *Yes, some of them.*
Do any of you want to swim?
Class: *Yes/No, Most/Some/None . . .*

T: *Do any of them want to cook?*
S4: *No, none of them.*

Do any of you want to cook?
Class: Yes/No, Most/Some/None . . .

T: Are any of them hungry?

S5: Yes, most of them.

Are any of you hungry?

Class: Yes/No, Most/Some/None . . .

Personalization

The students take turns making “All/Most/Some/None of us . . .” sentences about the class or other groups they belong to.

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Word Building Them

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

All of my family likes baseball.

Most of my friends can speak English.

None of my classmates has brown hair.

Controlled Practice

All / Most / Some . . .

The students make sentences about each picture.

Answers

2. *Most of them are vampires.*

3. *Some of them are vampires.*

4. *None of them are vampires.*

5. *Both of them are vampires.*

6. *Neither of them are vampires
(Neither of them is a vampire)*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

Some of my friends live in Europe.

Both of my parents can play tennis.

Neither of my dogs likes walking in the park.

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Warm Up Connecting Words

Write two words on the board that are not obviously connected. Then make a word puzzle about them. The answers to the word puzzle are “Both of them . . .”, “One of them . . .”, “Neither of them . . .” Then, in pairs or groups, one student thinks of two words that are not obviously connected, and the other student(s) make sentences about them using each of the three patterns.

Where’s Scarface?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What can only one of them do?

Can Luigi speak English?

Follow-up questions

How many of them are busy?

How many of your friends are very busy?

How many of them are intelligent?

How many of your friends are very intelligent?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher’s Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, each student plays the role of a famous person and they then make “Both of us . . . / One of us . . . / Neither of us . . .” sentences. They then play the roles of different famous people and do the activity again. They can either choose the famous people themselves, draw them by chance from names written on a pile of cards, or be allocated names in some other way.

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Communication Activities

A. Sentences

Write *All*, *Most*, *Some*, *One*, *None* in a list on the board. Divide the class into teams. One student from one team makes a sentence starting with “All . . .” a student from the other (next) team makes a sentence starting with “Most. . .” etc. They go through the list a number of times. Sentences shouldn’t be repeated.

B. Pairs

Divide the class into teams. A student from one team writes two words on the board and challenges a member of the other team to make sentences connecting them. The sentences must begin with 'Both', 'One', or 'Neither'.

C. Dominoes

Share out most of the pieces, place one face up to start the game, and place the others face down. The students take turns to add a piece to either end of the chain on the table. When doing so, they must justify the connection saying "Both. . ." If a student cannot place a piece, he/she picks up one that is face down. The first student to get rid of all his/her cards is the winner.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I usually go to bed at about eleven o'clock.

I'm going to New York.

I want to go swimming.

I can cook well.

I drive carefully.

Puzzle sentences

I'm going to a movie the day after tomorrow.

How about writing to her?

She goes for a drive twice a week.

Are you good at putting up tents?

I'm not going cycling in this weather.

You

I should study hard.

I'd like to play badminton.

Three weeks from now, I'm going to China.

I'm good at drawing pictures.

I don't know anything about computers.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.