



## Theme: Farm Animals

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Plural nouns	<ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Products we get from farm animals</li> <li>• Farm animals and their young</li> </ul>	Answering questions based on a passage	Describing a farm animal

### Lesson Objectives

Students are able to

1. identify nouns as countable or uncountable,
2. change the singular nouns to plural nouns,
3. complete sentences based on a short passage.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 1
2. Picture cards showing one object/person in each of them
3. Picture cards showing more than one object/person in each of them
4. Word cards of singular nouns written on them
5. Blu tack
6. Red and blue/black markers

### Introduction / Warm-up Activity (10 min)

1. Stick the picture cards which show only one object / person on one side of the whiteboard (e.g. a horse, bus, mango, housefly, leaf, man, sheep). Stick the other picture cards which show more than one object/person on the other side of the whiteboard (e.g. a horses, buses, mangoes, houseflies, leaves, men, sheep).
2. Elicit from the students why you have placed the picture cards in such a way. The students should be able to tell you that the picture cards on one side of the whiteboard have only one object/person while the other set of picture cards have more than one object/person.
3. Write the words 'Singular (one)' above the set of pictures that have only one object/person and 'Plural (more than one)' above the other set of picture cards that have more than one object/person.

### Lesson (20 min)

1. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that require an addition of '-s' at the end of the nouns to make them plural. Highlight to the students by writing the plural nouns for the picture cards. Use a red marker pen to write the '-s'.

**Example:**

- horse – horses
- duck – ducks
- farmer – farmers

2. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that require an addition of '-es' at the end of the nouns to make them plural. Highlight to the students that most nouns which end with '-s', '-ss', '-ch', '-sh' or '-x-' need only add an '-es' to make them plural

**Example:**

- bus – buses
- dress – dresses
- branch – branches
- bush – bushes
- box – boxes

3. Select the picture cards from the ‘Singular’ side and the corresponding picture cards from the ‘Plural’ side that require an addition of ‘-es’ at the end of the nouns ending in ‘-o’ to make them plural.

**Example:**

- mango – mangoes
- tomato – tomatoes

4. Select the picture cards from the ‘Singular’ side and the corresponding picture cards from the ‘Plural’ side that require changing the ‘-y’ to ‘-ies’ for some nouns ending in ‘-y’ to make them plural.

**Example:**

- puppy – puppies
- fly – flies

Highlight to the students that some nouns that end in ‘-y’ need only add an ‘-s’ behind them.

**Example:**

- key – keys
- tray – trays

5. Select the picture cards from the ‘Singular’ side and the corresponding picture cards from the ‘Plural’ side that require changing ‘-f’ or ‘-fe’ to ‘-ves’ for some nouns ending in ‘-f’ or ‘-fe’ to make them plural.

**Example:**

- leaf – leaves
- knife – knives

Highlight to the students that some nouns that end in ‘-f’ need only add an ‘-s’ behind them.

**Example:**

- scarf – scarfs
- hoof – hoofs

6. Select the picture cards from the ‘Singular’ side and the corresponding picture cards from the ‘Plural’ side that require the change in the spelling of the nouns.

**Example:**

- man – **men**
- ox – **oxen**

7. Select the picture cards from the ‘Singular’ side and the corresponding picture cards from the ‘Plural’ side that do not require the change in the spelling of the nouns.

**Example:**

- sheep – **sheep**
- deer – **deer.**

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

1. Get the students to work in pair. Give each pair a piece of paper. Tell them that you will show them a picture card from the ‘Singular’ side. Shuffle a stack of word cards with singular nouns written on them. Show the first card on the deck to the students. They have to write the plural form of the noun. Do about 10 nouns with the students. Then, check the answers with the students
2. Tell the students to turn to **pages 55 – 59 of Learning English Workbook 1**. Review the ‘Read and Learn’ section on **pages 55 – 58**. 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 are to complete **pages 63 – 64** as homework. Read the short passage with the students. Go through at least two questions with the students.
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 create a picture of a farm with animals using the computer. If they have no access to computers, they can draw a picture instead. Get them to label the animals or people on the farm. Get the students to list the singular and plural nouns in the picture.