



Lesson Plan For Lesson 20



40 min

Theme: Feeling Ill

Focus: 'Have' used with Food and Illness

Lesson Objectives

Students are able to

1. identify common illnesses and food eaten when one is ill,
2. complete sentences using 'has' or 'have'.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 1
2. A paper printed with a table and a picture of a person's face (Ensure that both are large enough for the students to draw on them.)
3. A set of coloured pencils

Introduction / Warm-up Activity (5 min)

1. Pretend to cough. Ask the students what illness they think you have. Act out other types of illnesses as well and get the students to guess what you have.
2. Introduce the use of 'have' in a sentence.

Example:

- I have a cough.

Ensure that the students answer in complete sentences when they are making their guess.

3. Write the sentences on the board.

Lesson (10 min)

'Have' used with Food and Illness

1. Explain the two ways in which 'has' and 'have' can be used. Review the use of 'has' and 'have' to show possession.
2. Ask the students about the food they eat when they are ill. Ensure that they answer in complete sentences.

Example:

- I have porridge.

3. Review the use of 'has' (singular) and 'have' (plural).
4. Provide as many examples as possible using 'has' and 'have' to talk about illness and eating.

Classroom Activities / Assessment (10 min)

1. Refer the students to **page 113 of Learning Grammar Workbook 1**. Read the examples to them.
2. Complete **Exercise 45, pages 114 – 115** together with the students.
3. You may want the students to indicate in brackets whether the sentence is about (I) illness or (F) food that is being eaten.
4. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Direct the students back to **page 113**. Get them to write sentences of their own using 'has' and 'have' for each of the categories.
2. Encourage the students to add more information to their sentences.
Examples:
 - She has a cold. She has a terrible cold.
 - I have two hard-boiled eggs for breakfast.
3. Allow the students to draw the food or objects that they have mentioned in their sentences.
4. Let the students colour the picture (if time permits).

Optional Activities

1. Give each student the picture of the table and the face. Get them to cut the pictures out and paste them on a piece of writing paper or an English exercise book.
2. Let the students draw what they or their family members like to eat for their meals and draw the food items on the table. Then get them to write sentences about the food using 'have' or 'has'.
Example:
 - Mother has cereal for breakfast.
3. Using arrows, let the students point to different parts of the face to show possible illnesses. For example, they can point at the top part of the face and write 'headache'. They can then use their imagination to write a sentence.
Example:
 - My father has a headache after work late every night.Ensure that the word 'has' or 'have' is used in the sentences.
4. Invite them to tell their story to the rest of the class.