



## Lesson Plan For Lesson 15



40 min

**Theme: Mirror, Mirror on the Wall**

**Focus: Verbs – ‘Has’, ‘Have’ and ‘Had’**

### Lesson Objectives

Students are able to

1. describe physical appearances,
2. complete sentences with ‘has’, ‘have’ or ‘had’.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 2
2. Set A : Sentences with blanks where ‘has’ or ‘have’ should be  
Set B : Sentences with blanks where ‘have’ or ‘had’ should be
3. Cards with ‘has’, ‘have’ or ‘had’ on each of them

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

1. Divide the class into groups. Ask questions about a person’s physical appearance.  
*Example:*
  - Who has long hair?Each group has to send one representative to the front of the class who meets the requirements set out.
2. Construct sentences using ‘has’ or ‘have’.  
*Examples:*
  - Jane has long hair.
  - Jill and Mary have long hair.
3. Repeat this activity by asking a few more questions about a person’s physical appearance so that more students will have a chance to participate in the activity.
4. You may want to ask the students themselves to come up with sentences using ‘has’ or ‘have’.
5. Write the sentences on the board.

### Lesson (10 min)

#### Verbs – ‘Has’, ‘Have’ and ‘Had’

1. Explain to the students when ‘has’, ‘have’ and ‘had’ are used. Review what ‘singular’ and ‘plural’ mean and which of the verbs can be used with singular nouns and which with plural nouns.

2. Ask questions related to physical appearances when the students were younger.

*Example:*

- Who had chubby cheeks when he/she was young?
3. Give as many examples as possible and write them on the board.
  4. Explain to the students that 'has' and 'have' are sometimes also used to talk about facts.

*Example:*

- Crabs have hard shells.

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

1. Refer the students to **pages 83 – 84 of Learning Grammar Workbook 2**. Read the examples to them.
2. Complete **Exercise 38, pages 85 – 86** together with the students.
3. Facilitate the students' learning by walking around to check their answers.
4. You may want your students to underline the words in the sentences that give them clues as to whether to use 'has' or 'have'.
5. You may want them to mark an 'F' if the sentence is a fact.

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

1. Pair up the students. Give each pair of students the three cards, making sure that they have 'has', 'have' and 'had'. Show the class the set of sentences one at a time. Get them to raise the card which can be used to fill in the blanks. You may want to concentrate on the set of sentences from Set A 'has' and 'have' first.
2. You may want to stop at random and ask the students the reason they chose that particular answer.
3. Show the set of sentences from Set B and go through them one at a time, asking the students to raise either the 'have' or 'had' card.
4. Review the rules for the use of 'has', 'have' or 'had'.

### **Optional Activities**

1. Ask the students to complete **Exercise 39, pages 87 – 88** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Get the students look for pictures of people in magazines or newspapers. Challenge them to form as many sentences as they can using 'has' or 'have' about the pictures.