



## Theme: Growing Plants

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Plural nouns (2)</li> <li>The present continuous tense</li> <li>'Has' and 'have' (2)</li> <li>Quantifiers</li> </ul>	Parts of a plant	Answering questions based on a passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

1. identify and name the parts of a plant,
2. change singular nouns to plural nouns,
3. use 'has' and 'have' as verbs to have,
4. answer questions based on a passage.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Two large pictures of a tree each
3. Word cards with 'trunk', 'branch', 'leaf' and 'root' on each of them
4. Blu tack
5. Sentences for 'Conclusion' activity

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

1. Bring a small pot of plant to the class. Get the class to identify what plant it is (if they know) and discuss what the parts that it has.

**Example:**

- This is a balsam plant. It has leaves. It has a stem.

Point to the parts of the plant as the students discuss about it.

2. Stick the large picture of a tree. Ask the students about the differences between a tree and a plant. Write the students' responses on the whiteboard.

### Lesson (20 min)

1. Show the word cards to the students and get them to read the words after you. Let the students stick the word cards to the correct places on the large picture of the tree. Then, explain or elicit from the students the function of each plant part to the students.
2. Stick another large picture of a tree. Point to the trunk of the first tree. Tell the students that this is a trunk. Then, tell the student that there is more than one trunk now. Elicit from them the plural noun of 'trunk'. Explain to them that they need to add '-s' to the end of most nouns to make them plural.

**Example:**

- trunk – trunks
- stem – stems
- flower – flowers

Write the words on the whiteboard.

3. Point to the branch on the first tree. Tell the students that this is a branch. Then, tell the student that there is more than one branch by pointing to the other branches on the tree. Elicit from them the plural noun of 'branch'. Explain to them that they need to add '-es' to the end of some nouns ending in '-s', '-ss', '-sh', '-ch', '-x' or 'o' to make them plural.

**Example:**

- branch – branches
- bush – bushes
- mango – mangoes
- bush – bushes

4. Point to the leaf on the first tree. Tell the students that this is a leaf. Then, tell the student that there is more than one leaf by pointing to the other leaves on the tree. Elicit from them the plural noun of 'leaf'. Explain to them that they need to change '-f' or '-fe' to '-ves' to the end of some nouns ending in '-f' or '-fe' to make them plural.

5. **Example:**

- leaf – leaves
- knife – knives

6. Refer the students to the large picture of a tree. Discuss with them what the tree has.

**Example:**

- The tree has leaves.
- It has one trunk.

Ask them if the second tree is the same as the first tree. Get them to construct sentences to talk about what the two trees have.

**Example:**

- The trees have leaves.
- They have trunks.

Tell the students that 'has' and 'have' are verbs to have. They are used to talk about what someone or something owns. Explain to them that 'has' is used with a singular subject whereas 'have' is used with a plural subject.

7. Get the students to construct sentences using 'has' and 'have'. Get them to talk about the things they own.

**Example:**

- Alice has a pen. She has a pen.
- I have a school bag.
- You have a plant.

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

1. Put the class into pairs. Give each pair a piece of blank paper. Tell them that you are going to show them some 10 sentences. They have to choose the correct option for the sentences by writing them down on the blank paper.

**Example:**

- Kim and I (has, have) a toy.
- The tree has many (branch, branches).

2. Tell the students to turn to **pages 127 – 129, pages 131 – 132 and page 134 of Learning English Workbook 2**. Review the 'Read and Learn' section on **pages 127 – 128 and page 131**. 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 **pages 135 – 136** as homework. Read the passage with the students together. Explain any words that they are not familiar with. Then, go through the answers with the students and elicit the answers from them. Get them to tell you where they derive their answers from.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Start a little garden in the class by getting the students to contribute small pots of plants. The, get the students to write about the class garden.
2. Get students to collect parts of a plant, e.g. leaves, flowers, twigs, etc. Stick them into a scrap book. Get them to write and label the parts in singular and plural.