



Theme: Growing Plants

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Plural nouns (2) The present continuous tense 'Has' and 'have' (2) Quantifiers 	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

- use the present continuous tense,
- use the quantifiers 'some' and 'many' to talk about the quantity of something,
- write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 2
- Seeds
- A pot
- Soil
- A plant
- A spade
- A watering can

Introduction / Warm-up Activity (10 min)

- Tell the class that you are going to plant a plant today. Show them what you have brought to the class to plant a plant. Get the students to identify and name the things you have brought.

Example:

- This is soil / a watering can / a spade.

- Ask the students what they think you should do first. If they are unsure, show them the pot and the soil. Elicit from them what you should do with these two things.

Example:

- Put the soil into the pot.

Reiterate their statement by changing it a little by using 'some'.

Example:

- Put some soil into the pot.

Write the sentence on the whiteboard.

- Ask the students what they should do with the seeds.

Example:

- Put the seeds into the soil.

Reiterate their statement by changing it a little by using 'some'.

Example:

- Put some seeds into the soil.

Write the sentence on the whiteboard. Ask the students if you should put many seeds into the soil. Get their responses as to why or why not.

Lesson (20 min)

- Refer the students to the sentences written on the whiteboard. Underline the words 'some' and 'many'.

Example:

- Put some soil into the pot.
- Put some seeds into the soil.
- Do not put many seeds into the soil.

Explain to the students that 'some' and 'many' are called quantifiers. They are used to talk about the quantity or amount of something. 'Many' is used with countable nouns.

2. In the sample sentences given, point out to the students that seeds can be counted, so 'many' is be used here. Give some examples to the students using 'many'.

Example:

- There are many plants in the garden.
- He has many rose bushes in his garden.

3. Next, explain to the students that 'some' can be used for countable nouns too.

Example:

- Put some seeds into the soil.(countable noun)
- Do not put many seeds into the soil. (countable noun)

Tell them that 'some' is also used with uncountable nouns.

Example:

- Put some soil into the pot.(uncountable noun)

Explain to the students that soil cannot be counted, so 'some' is used. Provide some more examples to the students to ensure that they understand what uncountable nouns are, e.g. air, sand, water, etc. Get students to come up with examples of how to use 'some' for countable and uncountable nouns.

4. Get the students to help you. As you go about preparing the pot of plant, tell the class what you are doing.

Example:

- I am filling the pot with soil.
- Sue is using the spade to dig the soil.
- Lee and Gary are watering the plant.

5. After planting the pot of plant, show the sentences that you have made while carrying out the activity on the visualizer projector. Read the sentences with the students.

6. Underline the present continuous tense in each of the sentences.

Example:

- I am filling the pot with soil.
- Sue is using the spade to dig the soil.
- Lee and Gary are watering the plant.

Explain to the students that the present continuous tense is made up using 'am/is/are' + the present participle ('-ing'). They are used to show that an action is happening at this moment. Ask the students what they are doing now. Their responses will be varied.

Example:

- We are listening to the teacher.
- I am thinking of what to say.

7. Get two students to come up to the front of the classroom. Tell them to do different action from one another. If they cannot think of what to do, you may want to suggest to them what they can do. Then, ask the other students what the two students are doing.

Example:

- Paul is dancing. Kim is singing.

Write the students' sentences on the whiteboard. Tell the students that they can combine the two sentences using 'while' to show that both actions are being done at the same time.

Example:

- Paul is dancing while Kim is singing.

Get another two students to do different actions. This time, get the students to tell you what the two students are doing using the word 'while'. Provide more examples so that the present continuous tense is reinforced.

Additional Activities / Closure (15 min)

1. Tell the class that you are going to show them 5 pictures, one at a time. They have to make a sentence with each picture using 'some' or 'many'. Encourage some students to volunteer and provide the class with the sentences they have made. After all 5 pictures have been shown, tell the students that you are going to 'recycle' the pictures. This time, they have to make sentences using the present continuous tense. In the same way, go through the sentences the students have made.
2. Tell the students to turn to **pages 129 – 131 and pages 132 – 134 of Learning English Workbook 2**. Review the 'Read and Learn' section on **pages 129 – 130 and pages 132 – 133**. 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 137 – 138** as homework. Discuss with the students the pictures on **page 137**. Ask them what the pictures show. Read the words in the box below the pictures. Explain any words that might be unfamiliar to the students. Then, get the students to construct sentences about the pictures. Get them to combine their sentences to form a story. You may want to help them with the introduction.
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 find a picture about people growing plants. If they are unable to, you may want to prepare a picture of that and provide it to each of the students. Get the students to write about what they see each character in the picture is probably doing. Encourage them to write at least 8 sentences.