



Theme: It's Party Time!

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Yes/no questions (1) • 'Have' and 'has' 	Offers and suggestions and their responses	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use 'have' and 'has' to talk about what they own, do or get,
2. use 'have' and 'has' to talk about what they eat,
3. write an invitation card.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 3
2. Things associated with a birthday party – party hat, present, cake, straws, paper plates
3. Powerpoint slides of people having something associated with a party

Introduction / Warm-up Activity (10 min)

1. Show the students the things you have brought. Ask the students what you have.

Example:

- You have some paper plates.
- You have a bundle of straws.

Write the students' sentences on the whiteboard.

2. Agree with the students if their sentences are correct by repeating to them what you have.

Example:

- I have some paper plates.
- I have a bundle of straws.

Lesson (20 min)

1. Get a student to come up to the front of the classroom and select one item on the table. Ask the class what he or she has.

Example:

- He/She has a party hat.

Write the students' response on the whiteboard. Then, get another student to pick the exact same thing that the first student has picked. Ask the class what the two students have.

Example:

- They have party hats.

Write the students' response on the whiteboard. Underline the words 'has' and 'have' in the sentences. Tell the students that 'has' and 'have' are used to talk about what they own. Highlight to the students that the verb must agree with the subject. Therefore, 'has' is a singular verb, so it has to agree with the pronouns that are singular. 'Have' is a plural verb, so it has to agree with the pronouns that are plural.

2. Tell the students the reason for bringing all these party things to class today.

Example:

- I have a party this Sunday.

Write the sentence on the whiteboard. Explain to the class that the verb 'has' and 'have' can also be used to talk about what someone does. Provide other examples to show its use.

Example:

- I have the caterer coming at noon.
- I have a magic show for the children at 3 pm.

3. Tell the students that the verb 'has' and 'have' can also be used to talk about what someone gets.

Example:

- She has a new dress for the party.
- They have goodie bags at the door.

Write the sentences on the whiteboard.

4. Lastly, tell the students that the verb 'has' and 'have' can also be used to talk about what someone eats.

Example:

- She has lunch with her colleagues.
- Jon and Sam have dinner at the restaurant.

Write the sentences on the whiteboard.

5. Get the students to construct sentences using 'has' and 'have'. Then, let them identify if the verbs 'has' and 'have' that are used in their sentences reflect what someone owns, what someone does or gets, or what someone eats.

Additional Activities / Closure (15 min)

1. Show the students the powerpoint slides. Get the students to construct sentences using 'has' and 'have'. Then, type out the students' sentences on the screen. Let them identify if the verbs 'has' and 'have' that are used in their sentences reflect what someone owns, what someone does or gets, or what someone eats.
2. Tell the students to turn to [pages 53 – 54 of Learning English Workbook 3](#). 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'

Homework

1. Ask the students to complete [page 59](#) as homework. Read the instructions and go through the helping words. Explain words the students are unfamiliar with. You might want to start the first paragraph and have the students continue the story on their own.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Show the students an invitation card. Ask them how they would respond to the invitation. Get the students to choose to write an email or a letter back to the sender, telling him/her if they can make it to the party. If they cannot make it to the party, elicit from the students how they should convey the message politely.