

**Theme: Buddy Up!**

Focus:	Grammar	Vocabulary	Comprehension	Writing
	The verb 'have'	Synonyms (adjectives)	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

**Lesson Objectives**

Students are able to

1. use the verb 'have' to show possession,
2. use the verb 'have' to talk about something that is associated with a person / persons,
3. use the verb 'have' to talk about a condition,
4. use the verb 'have' to talk about something that must be done,
5. use the verb 'have' to talk about a situation when someone gets something done,
6. answer questions based on a visual text.

**Resources**

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Stationery such as pencils, pens, erasers, etc.
3. A powerpoint slideshow to let the students construct sentences with the verb 'have'

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

1. Ask the students to tell the rest of their classmates what they have on their tables. They may do so individually or in pairs. They may use their erasers or worksheets found on their tables or their classmates' tables. Divide the white board into 4 columns. Write their responses on the whiteboard in the first column.

**Example:**

- We have erasers.
- She has an eraser.

2. Tell the students that you used to have an eraser. Write the sentence on the second column of the whiteboard.

**Example:**

- I had an eraser.

3. Tell the students about what you did this morning.

**Example:**

- I had my fingernails cut this morning.

4. Underline the verb 'have' in all the sentences written on the whiteboard. Tell the students that they are going to learn about the verb 'have' for the lesson.

## Lesson (20 min)

1. Elicit from the students the meaning of the verb in the written sentences shown in the two columns on the whiteboard. Then, explain to them that the verb 'have' in the first column is used to show ownership.
2. In the second column, explain to the students that the verb 'have' is used to talk about a situation that requires someone to get something done. Get the students to construct a few sentences under this column.

### *Example:*

- She had the children in bed by ten.

3. Write the following sentences in the third column on the whiteboard.

### *Example:*

- We have a Children's Day concert tomorrow.
- Mr and Mrs Lee have a housewarming party on Saturday.

Explain to the students that the verb 'have' is used here to talk about something that is associated with them. Get the students to construct similar sentences using the verb 'have'.

4. Ask the students if they have ever contracted a sickness such as measles, mumps, chicken pox, etc. Then, write the sentences in the fourth column on the whiteboard.

### *Example:*

- I had chicken pox when I was three years old.
- The preschool children have HFMD.

In the fifth column, elicit from the students things that they must do and complete. Discuss with them their sentences and write a sentence in the column to show the students the use of the verb 'have' in this case.

### *Example:*

- We have to complete our project by end of the month.

Get the students to construct other similar sentences using the verb 'have' to show that something must be done.

## Additional Activities / Closure (15 min)

1. Show the students a few slides, one at a time. Each slide shows the students a picture and some vocabulary words based on the picture. Tell the students to construct sentences based on the picture using the verb 'have' and the vocabulary words shown on the slide.

### Example:

Sue and Lily have a dance performance at the community centre next week.

2. Tell the students to turn to **pages 131 – 132 of Learning English Workbook 6**. Review the 'Read and Learn' section on **page 131** before reading the instructions given in the exercises together. 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 134 – 137** as homework. Go through the visual text with the students. Elicit the answers from the students when you go through the questions with them.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Provide the students with a familiar school scene such as the buddy system in which a group of older students are paired up with primary one students at the beginning of the year to help them familiarize themselves around the new school environment. Elicit from the students what they have to do to make sure that their charges get used to the school environment. Get them to write at least 6 sentences using the verb 'have'.

### *Example:*

- I have to look after my buddy from primary one for three days.
- I have to help him buy food.