



# Lesson Plan For Unit 1 (Part 1)

45 min

## Theme: The Animal World

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Direct and indirect objects</li> <li>Subject-verb agreement (collective nouns)</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes 'ous', 'ful' and 'less'</li> <li>Animal names used as verbs</li> </ul>	Answering questions based on a visual text	Writing a story based on pictures using guiding question and helping words

### Lesson Objectives

Students are able to

- use collective nouns for groups of animals,
- apply the correct subject verb agreement for collective nouns,
- describe animals using suffixes such as '-ous', '-ful', and '-less',
- answer questions based on a visual text.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 4
- A poster of groups of animals on a farm
- Picture cards of animals in groups (refer to the collective nouns in the box on [page 2](#))
- Word cards with the '-ous', '-ful', and '-less' on each of them
- A piece of paper containing sentences about animals (Ensure that the sentences contain the answers to the words in brackets shown on [pages 3 – 4\[B\]I.](#))
- Visualizer projector
- A box that has been wrapped with layers of wrapping paper (Make sure that on some layers, there are sentences that require the students to complete using collective nouns, subject verb agreement or changing root words using suffixes '-ous', '-ful', and '-less'.)
- CD player with music CD

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

- Show the students a poster of a farm. Ask the students to name the animals. Write the names of the animals on the whiteboard.
- Next, ask the students if they notice anything about how the animals are placed on the farm. Let them tell you that they notice the animals are placed in groups. Write down the word 'group' on the whiteboard. Make sentences with the word 'group' with the animals seen in the poster.

**Example:**

- There is a group of horses in the stable.
- A group of sheep is in the meadow.

## Lesson (20 min)

1. Tell the students that when a group of people, animals or things are taken together and spoken as a whole, we can use the collective noun. Point to the groups of horse and sheep in the poster separately. Then, refer the students to the sentences written earlier on the whiteboard. Show the students how the collective nouns are used.

### *Example:*

- a group of horses → a team of horses
- a group of sheep → a flock of sheep

Underline the collective nouns. Refer the students to the other groups of people, animals or things on the poster. Get them to guess what their collective nouns are. If they are unable to, provide them with the collective nouns.

2. Show the students a picture card of a group of eggs in a nest. Stick it on the whiteboard. Construct a sentence about the picture. Write the sentence on the whiteboard.

### *Example:*

- A clutch of eggs is in the nest.

Tell the students that when they talk about one group of people, animals or things, they use the collective noun in the singular form and its verb is also singular. Underline the words 'clutch' (singular collective noun) and 'is' (singular verb) in the sentence.

3. Next, show the students another picture card of a group of eggs in a nest. Stick it next to the first picture. Construct a sentence about the two similar pictures. Write the sentence on the whiteboard.

### *Example:*

- There are clutches of eggs in the nests. / Two clutches of eggs are in the nests.

Point out to the students that if there is more than one group of people, animals or things, the collective noun used has to be in the plural form. Hence, the verb must also be plural. Underline the words 'clutches' (plural collective noun) and 'are' (plural verb) in the sentence.

4. Show the students some other picture cards. Get the students to construct sentences using the collective nouns and with singular or plural verbs. Write their sentences on a piece of paper on the visualizer projector so that the whole class can see how the sentences are constructed. Recapitulate with the students the subject verb agreement rule for each sentence constructed.
5. Use the visualizer projector to show a piece of paper with sentences on it. Read the sentences, one at a time, with the students. Point out to the students the words with suffixes in the sentences. Tell the students that a suffix is an addition of a set of letters at the back of a root word to form another word.

### *Example:*

- use → useful / useless

Tell the students that applying the suffix at the end of a root word can change or add to its meaning. Focus on the suffixes '-ous', '-ful', and '-less' in the sentences shown to the students.

6. Stick the word cards with '-ous', '-ful', and '-less' on them. Provide the students with words that require them to add suffixes. Write the words on the whiteboard. Then, get the students to change the root words by adding the correct suffixes. Write their responses on the whiteboard next to each root word. You may want the students to construct sentences after they have added suffixes to the root words.

## Additional Activities / Closure (15 min)

1. Get the students to form a circle. Give a student a box that is wrapped with wrapping paper. Tell the student that you will be playing some music. As the music is being played, the students have to pass the box to the student on their right. The parcel has to be passed on until the music stops. The student holding on to the box when the music has stopped has to rip the first layer of wrapping paper and check if there is any instruction/sentence. If there is, the student has to answer the question. If there isn't, the student needs to wait for the music to start again to pass the box around.
2. Tell the students to turn to **pages 2 – 4 of Learning English Workbook 4**. Review the 'Read and Learn' section on **page 1**. 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 5 – 6** as homework. Go through the visual text together with the students. Explain to them any words or phrases that may be unfamiliar to them. Ask them questions about the visual text. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Encourage the students to write a short story using collective nouns. However, tell the students to deliberately use the wrong collective noun for the groups of people, animals or things. Get them to share their stories with their classmates during the next lesson. Let their classmates identify the wrong collective nouns and replace them accordingly.

### *Example:*

- Suddenly, I saw a brood of ants marching up towards me. They surrounded me and then, carried me towards a mob of snakes. I screamed so loudly that I woke up from my dream.