



Theme: My Greatest Dreams

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • 'Has' and 'have' (1) • The simple future tense • Connectors 'and', 'when' and 'because' 	<ul style="list-style-type: none"> • Occupations • Places where people work 	Answering questions based on a passage	Rearranging sentences to form a short story

Lesson Objectives

Students are able to

1. identify and name different occupations,
2. identify and name the places of work that people work,
3. use 'has' and 'have' to show possession,
4. use 'has' and 'have' when performing an action or experiencing something,
5. rearrange sentences to form a short story.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. A doctor's coat and things associated with a doctor (stethoscope, syringe, medicine, etc)
3. A painter's overall and things associated with a painter (easel, paints, brushes, etc)
4. Picture cards that show various occupations (refer to the words shown on [pages 10 – 11](#))
5. Word cards with the words 'has' and 'have' on each of them
6. Blu tack
7. Red and blue/black markers
8. Sentences for students to fill in either 'has' or 'have'
9. Visualizer projector

Introduction / Warm-up Activity (10 min)

1. Display the items (the things associated with a doctor and the things associated with a painter) on the table in front of the classroom so that all the students can see. Pick the items one by one to show them what they are. Then, get the class to put the things into two categories. Alternatively, you may want to select two students to sort the things out and then get the students to decide how the things have been sorted by them.
2. Show the doctor's coat, stethoscope, syringe and medicine to the students. Ask them who uses the things you are holding. Get them to give you the answer. Then, holding each item up, get the students to identify and name them. Do the same for the things associated with the painter.
3. Get the students to guess where each person works at.

Lesson (20 min)

1. Have on hand a stack of picture cards with the different occupations. Show the picture cards, one by one, to the class. Discuss with them what they see in the picture card.

Example:

- The man is standing on his boat. He is pulling in a net. I can see some fish caught in the net.

- After discussing what they see in each picture, get the students to identify the occupation of the person. Stick the picture card on the whiteboard and write the name of the occupation below the card.
- For the occupations shown on **pages 10 – 11**, ask the students where the people work. Use a different coloured marker to write down the place of work.

Example:

- sailor – ship
- policemen – police station

- Put on the doctor's coat and have the stethoscope around your neck. Place the syringe and medicine bottles nearby. Pointing to each of the items, tell the students what you have.

Example:

- I have a doctor's coat.
- I have a stethoscope around my neck.

Write the sentences on the whiteboard. Underline the verb 'have'.

- Get a student to pretend to be a painter by letting him wear the painter's overall and hold the easel and brush with some paint bottles nearby. Tell the class what the student has.

Example:

- He has a painter's coat.
- He has a brush in his right hand.

Write the sentences on the whiteboard. Underline the verb 'has'.

- Stick the word cards 'has' and 'have' on the whiteboard. Explain to the students that the verbs 'has' and 'have' are used in the sentences to show possession. They have to be used in agreement with the subjects in the sentences. 'Has' is used with 'he', 'she' and 'it'. 'Have' is used with 'I', 'you', 'we' and 'they'.
- Tell the students that the verbs 'has' and 'have' are also used when they perform an action or experience something.

Example:

- I have a bathe every evening.
- She has a toothache.

Additional Activities / Closure (15 min)

- Put the students into pairs. Give each pair of students a blank piece of paper. Place the sheet of paper containing some sentences for the students to fill in either 'has' or 'have' in the blanks on the visualizer projector. Show the sentences to the students, one by one. Get the students to write their answers for the questions on the blank piece of paper. At the end of it, go through the answers and get the students to explain why they have chosen a particular verb to complete a sentence.
- Tell the students to turn to **pages 7 – 8 and pages 10 – 11 of Learning English Workbook 2**. Review the 'Read and Learn' section on **page 7**. 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 13 – 14** as homework. You may want to read the sentences together with the students. Elicit from the students how to rearrange the sentences in order. Encourage the students to number their sentences in the right order before rewriting the sentences.
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 choose an occupation and write a simple story about it. Instruct the students to use at least 5 verbs containing 'has' and 'have' in the story on an A4 size paper. They can then draw or cut a picture from the newspaper, magazine, etc and stick it next to their writing. Let them share their stories in class in the next lesson.

Example:

- A teacher has a marker.
- She has to teach a class of 30 students.