



Level 1
3.2 Lesson Plan
Session 1

- Check** Check previous lesson's homework on the board. While checking the homework, reinforce the meaning of a noun.
- Warm-up** Introduce the plural: Bring five cookies (or pictures) to class. Show the students one cookie, ask what it is (*a cookie / one cookie*) and then show the five cookies. Count them as you take them out. Add adjectives to the noun:
They're good cookies. / The cookies are small. / five great cookies.
Write the numbers 1 - 5 on the board. Write the words *cookie* and *cookies* as well. Count the cookies together with the class. Elicit an explanation about the difference between the singular and the plural words.
- Practice** Show pictures of items, or use real objects, and students repeat the words. Write the word or put up the picture/flash card on the board/pocket chart in two columns:
- | | |
|----------|-----------|
| a cookie | apples |
| an egg | books |
| a pen | umbrellas |
| an onion | bananas |
- Ask students to tell you the difference between the two groups of words. Elicit responses: one / more than one, and that we add an s to the plural words.
Then label the columns: Singular and Plural.
- Practice** Point to one of the numbers 1 - 5 on the board and ask students to produce the plural form of the prompt you provide.
For example: Give the prompt 'apple' and point at number 3.
Answer: Three apples, three good/red apples.
Prompts: cookie / window / desk / book / umbrella / girl / boy / friend / flower / hat / pen / balloon
- Movie** Show the movie.
- Homework** Match a number and an adjective to a noun and change the noun to the plural.
Numbers: 1 / 2 / 3 / 4 / 5
Adjectives: big / strong / red / good / pretty / happy
Nouns: house / desk / pen / book / boy / hat
For example: Three big books.



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Session 1 (cont.)

- Sum-up** Ask the students what they learned today, what the movie was about and review the new words.
- Sum-up** Ask students to give five nouns that could go with 'a' and three that go with 'an'.



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Session 2

Check	Check the homework assignment. Review the numbers and the plural formation.
Warm-up & Movie	<p>Watch the movie again. This time ask the students to concentrate on what the numbers refer to.</p> <p>Ask, "What was one / two / three / four / five?"</p> <p><i>Answer: <u>one</u> tall man is jumping / a basketball game / one pretty girl is jumping</i></p> <p><i><u>Two</u> pretty girls are cheering / two women</i></p> <p><i><u>Three</u></i></p> <p><i><u>Four</u> tall men are running</i></p> <p><i><u>Five</u> small children</i></p>
Discussion	<p>Show a picture of a sandwich and write it on the board. Show a picture of sandwiches and write it on the board. Explain the rule of adding es to nouns ending in s, sh, ch, x. Think of more examples to add to the list.</p> <p>Show the class the picture of a baby. Do they remember the word? Write the word on the board.</p> <p>Show the picture of the babies. Write "babies" on the board. Explain how the plural is formed and compare it to "boy".</p> <p>Ask the class if they think the word "baby" is another irregular noun. Why?</p> <p>Show students the picture of a man and write the word on the board.</p> <p>Show the picture of the four tall men running and write the word "men", with the letter e in red.</p> <p>Ask the student to identify the difference between the two words. (<i>singular & plural</i>)</p> <p>Explain that there are irregular plural nouns.</p> <p>Repeat this procedure with the other pictures of the irregular nouns: a woman / two women; a child / five small children running, highlighting the plural spelling.</p> <p>Discuss the difference in pronouncing "man" and "men"; "woman" and "women".</p>
Practice	<p>Ask the students to go over specific features independently in class or choose features to go over together with the class.</p> <p>Allot 15 minutes for this work.</p>
Homework	Practice reading the sentences in Read It .



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Session 2 (cont.)

Sum-up

Ask students to give the plural form of a few nouns:

girl / man / baby /pen /woman / boy / child

Can they divide these plural forms into two groups?

They can do this with flash cards or pictures, if you have them. They draw a card/picture (or pick an object with their eyes closed) and tape them to the board in the two groups.



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Session 3

Check Check students' reading. To make the activity more stimulating, tell the students that you will read out the first word in one of the sentences from Read It. Students who find the sentence raise their hands. Call on one or two students to read the sentence. Repeat until every student has read out at least one sentence.

Review Review the different ways to form the plural. Use regular and irregular nouns. Use the images to help you. Show the class a picture of a sandwich. Write the word on the board. Ask the class to produce the plural form, write it on the board.

Ask the students to explain the difference between "pens", "babies" and "sandwiches". Teach the spelling rules for the regular nouns.

Then do a quick transformation drill.

Teacher: A pretty woman is playing basketball. - Three.

Student: Three pretty women are playing basketball.

Teacher: One happy baby is sleeping. - Five.

Student: Five happy babies are sleeping.

Practice Students work on specified features from this unit at the teacher's discretion. Allot 20 minutes for this activity.

Homework Either photocopy the following exercise or have the students copy it down from the board.

Add s where possible and write the plural nouns in the right place:

(Look at the example)

hat / baby / friend / robot / man / basketball / sandwich / child / book / game / woman / boy

+ s	+ es	y + ies	irregular

Sum-up Call on different students to give an example of a new word or a new grammar point they learnt in today's lesson.