

## LEVEL 7 - LESSON 2

### SINGULAR AND PLURAL NOUNS

**Aims:** *By the end of the lesson, students will be able to:*

- **Identify singular and plural nouns.**
- **Add -s/-es to a noun to form the plural noun.**
- **Listen for answers**
- **Talk about things (toys/ school things/ pets) they have at home using the structure “I have...../ He/ She has....”**

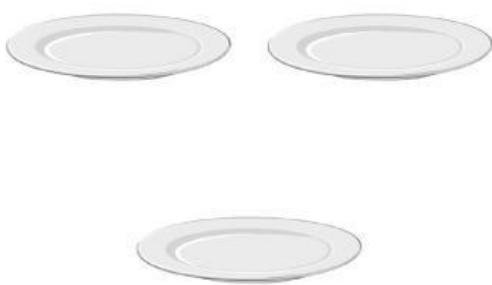
Timing (Approximate )	Stage	Procedure	Materials
5m	<b>Homework checking</b>	<ul style="list-style-type: none"> <li>- T checks each student's homework set in the previous lesson.</li> <li>- T asks each student some questions about their homework worksheet, gives lots of praise, and then puts some kind of mark on the homework sheet.</li> <li>- T tells Ss to put their homework back into their bags.</li> </ul>	
10m	<b>Warmer / Lead-in (test)</b>	<ul style="list-style-type: none"> <li>- T leads Ss in the lesson by using the song “singular and plural”.</li> <li>- T sets the classroom's rules.</li> <li>- T asks Ss to play a game on Bamboozle to check Ss' background knowledge.</li> </ul> <p>*Note: T can use the game to warm up and check Ss' background knowledge at the same time. ( T can leave out the song).</p>	Song: <a href="#">link</a> Game: <a href="#">link</a>
15m	<b>Present language (teach)</b>	<ul style="list-style-type: none"> <li>- T asks Ss how to identify singular and plural nouns.</li> <li>- T checks Ss' answers and shows them how to identify them.</li> <li>- T challenges Ss by asking them to change the singular nouns into plural nouns.</li> <li>- T checks Ss's answers and shows them the rules to form the plural nouns from singular nouns.</li> <li>- T models the activity.</li> </ul>	Slides  Worksheet
15m	<b>Controlled practice (test)</b>	<ul style="list-style-type: none"> <li>- T gives Ss' worksheet and asks them to do the exercises in worksheet 1.</li> <li>- T checks and gives feedback.</li> </ul> <p>Game: “Who's faster?”</p> <ul style="list-style-type: none"> <li>- T shows Ss a list of words on the slide.</li> </ul>	Slides

		<ul style="list-style-type: none"> <li>- T divides the class into two teams and asks them to separate the words into two groups (singular and plurals).</li> <li>- T controls the game and gives feedback.</li> <li>- After playing the game, T asks Ss individually to change all the singular nouns that they have just done into plural nouns.</li> </ul>	
5m	<b>Break</b>	<ul style="list-style-type: none"> <li>- T asks Ss to sing and dance to review the rules to form the plural of many nouns.</li> <li>- T encourages Ss to make their own songs (at home) by changing the nouns in the song.</li> </ul>	Song: <a href="#">link</a>
15m	<b>Listening (includes review of vocab and structure from textbook)</b>	<ul style="list-style-type: none"> <li>- T asks Ss about what they can see in worksheet 2 to activate background knowledge about the topic pets, school things and toys.</li> <li>- T asks Ss to listen to the audio.</li> <li>- T checks and gives feedback.</li> </ul>	Worksheet 2
20m	<b>Freer practice (speaking activity. includes review of vocab and structure from textbook)</b>	<p><b>*Activity 1: Find the differences.</b></p> <ul style="list-style-type: none"> <li>- T asks Ss to list out things they have at home and compare things they have with Linda's.</li> <li>- T models the activity.</li> <li>- T calls on some Ss to share about their things.</li> <li>- T checks and gives feedback.</li> </ul> <p><b>*Activity 2: Interview</b></p> <ul style="list-style-type: none"> <li>- T asks Ss to go around the class and interview their friends.</li> <li>- T models the activity.</li> <li>- T asks Ss to make a report about their friends.</li> <li>- T models the activity.</li> <li>- T calls on some Ss to make a report about their friends.</li> <li>- T checks and gives feedback.</li> </ul>	Worksheet 2
5m	<b>feedback/error correction/recap and homework assignment</b>	<ul style="list-style-type: none"> <li>- T checks and gives feedback.</li> <li>- T concludes the lesson and gives Ss homework.</li> </ul>	Worksheet 3

## WORKSHEET 1

### Grammar

#### I. Singular and plural noun

Singular	Plural
 a plane	 two planes
 a dish	 three dishes

#### II. Rules to form a plural noun

+ We add -s to a noun to form the plural of many nouns.

Example:

a pen	two pens
a bike	three bikes
a chair	four chairs

+ We add -es to a noun ending in -o; -s; -ss; -ch; -x; -sh; -z

Example:

a tomato	five tomatoes	a box	two boxes
a bus	two buses	a dish	ten dishes
a watches	three watches		

+ Nouns ending in consonant + -y, we delete -y and add -ies

a baby	two babies
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+ For nouns ending in vowel + -y, we add -s

a boy	three boys
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+ For nouns ending in -f or -fe, we delete -f/fe and add -ves

a shelf	two shelves
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#### III. Practice exercises

**Exercise 1. Write the words in the correct column.**

bird	buses	kites	truck	ship
chairs	pencil	toys	puppies	cat

Singular	Plural

**Exercise 2. Write the plural**

No.	Singular	Plural	No.	Singular	Plural
1.	a house	_____	11.	a baby	_____
2.	a doctor	_____	12.	a lorry	_____
3.	a window	_____	13.	a knife	_____
4.	a train	_____	14.	a family	_____
5.	a peacock	_____	15.	a day	_____
6.	a tiger	_____	16.	a monkey	_____
7.	a bus	_____	17.	a body	_____
8.	a glass	_____	18.	a party	_____
9.	a dress	_____	19.	a pen	_____
10.	a boy	_____	20.	a phone	_____

**Exercise 3. Circle the correct option**

- I have two **rabbit/ rabbits**.
- My sister has a red **scarf/ scarfs**.
- Hoa and Minh are my **friend/ friends**.
- Jenny has got ten **goldfish/ goldfishes**.
- Two blue **pencil/ pencils** are on the table.

**Exercise 4. Put the word in order.**

- Nana / a / school bag / has. => \_\_\_\_\_

2. Minh / Does / new / a / phone / have/? => \_\_\_\_\_
3. I / a / have / trains / and / ship / two. => \_\_\_\_\_
4. Gina / brothers / has / two. => \_\_\_\_\_
5. Bob / Does / have / ten / notebooks/ ? => \_\_\_\_\_

**Exercise 5. Make sentence using the following cues.**

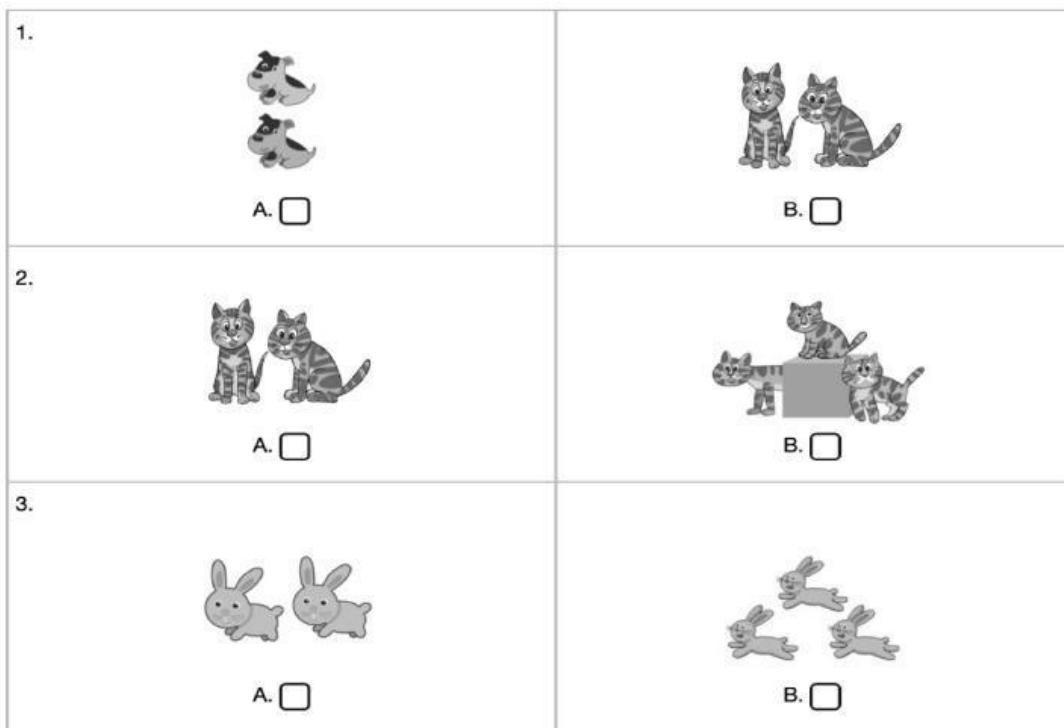
1. Mr Long / ten / pencil => \_\_\_\_\_.
2. Linda / one / parrot => \_\_\_\_\_.
3. Nga / a lot of / toy => \_\_\_\_\_.
4. your grandmother/ any / cats? => \_\_\_\_\_?
5. Alex's father/ a / dictionary? => \_\_\_\_\_?

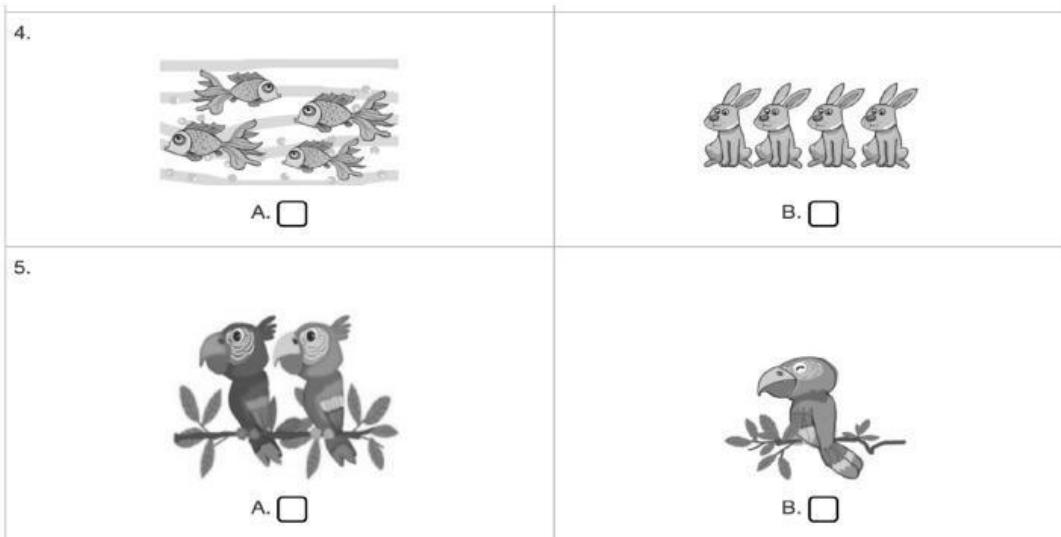
## WORKSHEET 2

### I. Listening

Task 1. Listen and tick. There is one example.

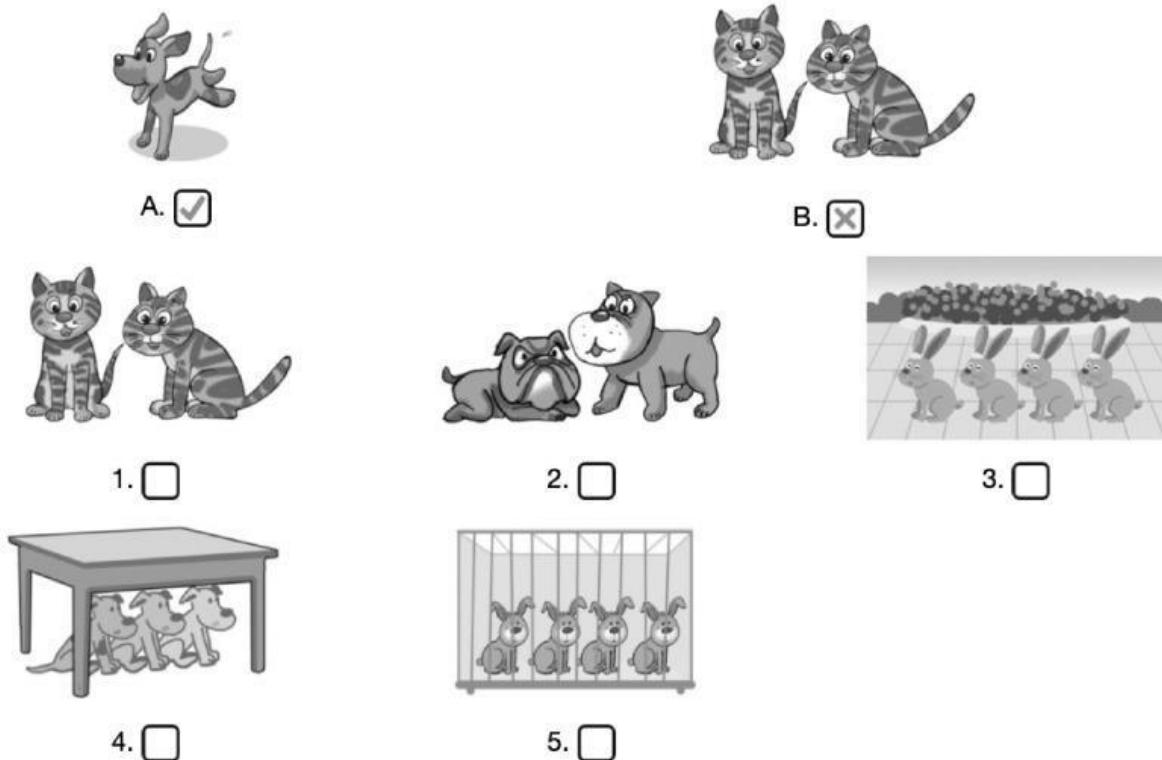
*Example:*





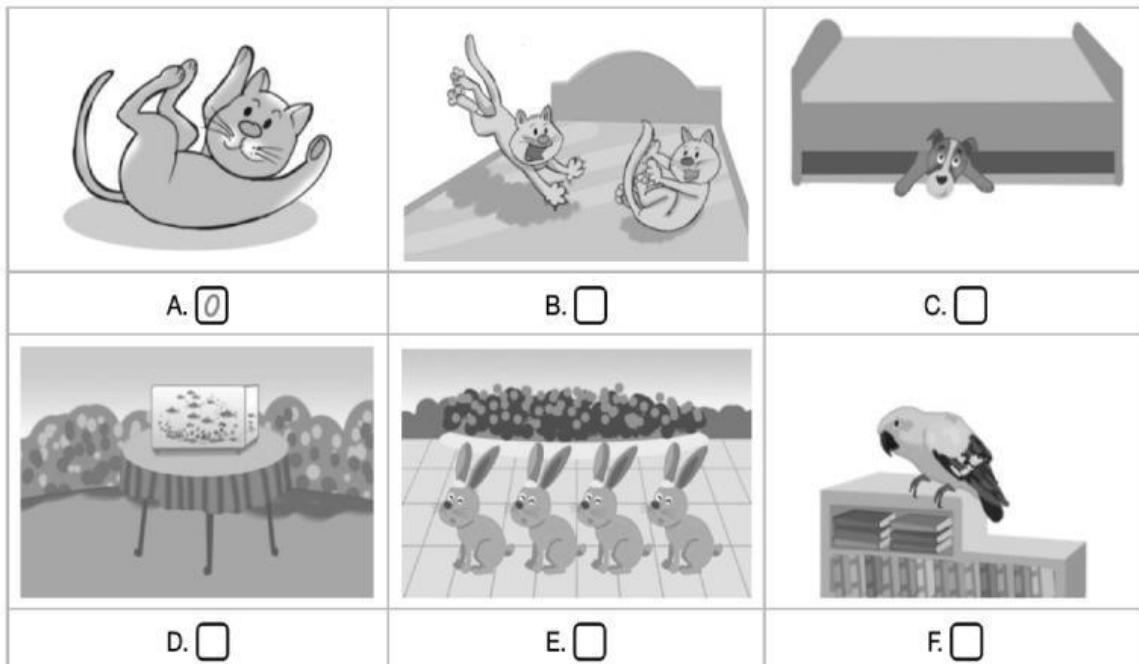
**Task 2. Listen and tick  or cross . There are two examples.**

*Examples:*



Task 3. Listen and number. The first picture is done for you.

Example:



## II. SPEAKING

1. Draw your school things/ toys / pets and point the difference between yours and Linda's.

You	Linda
	  

Structure: I have..... but Linda has.....



2. Make a report about what your friends have at home using the structure “Do you have.....?”

Name	School things	Pets	Toys
Nana	two pencils, a school bag, five notebooks	a dog	a teddy bear

Example:

Nana has so many school things. She has two pencils, a school bag, and five notebooks. However, she only has a dog and a teddy bear.

### WORKSHEET 3

**Exercise 1. Write the plural nouns.**

1. a table -> tables
2. an egg -> \_\_\_\_\_
3. a car -> \_\_\_\_\_
4. an orange -> \_\_\_\_\_
5. a house -> \_\_\_\_\_
6. a student -> \_\_\_\_\_
7. a class -> \_\_\_\_\_
8. a box -> \_\_\_\_\_
9. a watch -> \_\_\_\_\_
10. a dish -> \_\_\_\_\_
11. a quiz -> \_\_\_\_\_
12. a tomato -> \_\_\_\_\_
13. a leaf -> \_\_\_\_\_
14. a wife -> \_\_\_\_\_
15. a country -> \_\_\_\_\_

**Exercise 2. Write the singular nouns.**

1. roses → \_\_\_\_\_
2. boys → \_\_\_\_\_
3. families → \_\_\_\_\_
4. potatoes → \_\_\_\_\_
5. wives → \_\_\_\_\_
6. photos → \_\_\_\_\_
7. sandwiches → \_\_\_\_\_
8. lamps → \_\_\_\_\_
9. cities → \_\_\_\_\_
10. cliffs → \_\_\_\_\_

**Exercise 3. Fill in the blanks by looking at the picture.**


1. There is \_\_\_\_\_ climbing the tree.

2. There are three \_\_\_\_\_ over there.
3. A \_\_\_\_\_ is lying next to the river.
4. \_\_\_\_\_ is standing on the boy's hand.
5. There are some \_\_\_\_\_ under the big tree.

**Exercise 4. Give the correct form of the noun in the parenthesis.**

1. John has two \_\_\_\_\_. (pen)
2. My house has four \_\_\_\_\_. (bedroom)
3. I don't have a blue \_\_\_\_\_. (ruler)
4. She doesn't have any \_\_\_\_\_. (crayon)
5. Do you have an \_\_\_\_\_?(orange)

**Exercise 5. Underline the mistake in each sentence and correct it.**

1. I have two goldfishes. => \_\_\_\_\_
2. My brother don't have any rabbits. => \_\_\_\_\_
3. Mina has a pencils. => \_\_\_\_\_
4. My cousins have many pet. => \_\_\_\_\_
5. Her son has three ship. => \_\_\_\_\_
6. His friends don't has any pencil sharpeners. => \_\_\_\_\_
7. Ms Hoa has a black bags. => \_\_\_\_\_
8. Do you have a teddy bears? => \_\_\_\_\_
9. Does Lucy has a robot? => \_\_\_\_\_
10. She doesn't has a cat. => \_\_\_\_\_

**Exercise 6. Make question from given sentence. Number 0. Is an example.**

0. Minh has a cat. => Does Minh have a cat?
1. Linda has a colorful dress. => \_\_\_\_\_
2. Hoa and Nam have a cat. => \_\_\_\_\_
3. I have a red pen. => \_\_\_\_\_
4. My brother has many toys. => \_\_\_\_\_
5. His father has a lot of books. => \_\_\_\_\_

**Exercise 7. Make sentence using the following cues.**

1. Alexander / not / cat => \_\_\_\_\_.
2. I / seven / notebook => \_\_\_\_\_.
3. Kevin / a / red scarf => \_\_\_\_\_.
4. Hannah / five / pencil case => \_\_\_\_\_ ?
5. Daniel / eight / goldfish => \_\_\_\_\_ ?