

## Theme: History Revealed

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>The simple present tense</li> <li>The simple past tense</li> </ul>	Phrasal verbs	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

### Lesson Objectives

Students are able to

- use the simple present tense,
- answer questions based on a visual text.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 5
- Picture cards of paintings from different eras
- Website of a national museum
- A script showing a conversation between two students about going to the museum (Ensure that the sentences in the conversation are in the present tense to show habitual actions, timeless and universal statements, current facts, scheduled future events and to express what is happening at the moment.)
- A list of 10 sentences in the simple present tense which show habitual actions, timeless and universal statements, current facts, scheduled future events and to express what is happening at the moment
- A sheet of paper with 5 columns

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

- Show the students the picture cards of paintings of famous painters. Elicit from the students what the paintings are about and who painted them. Ask the students where famous paintings are kept and why they are kept in those places.
- Show the students the website of the Singapore National Museum. Ask the students if they have been there. Discuss with the students what they can find and learn in the museum besides paintings.

### Lesson (20 min)

- Divide the class into two groups. Let one group be A and the other group be B. Tell the students that they have to read the parts of A or B in the script you are going to show them. Place the script on the visualizer projector and get the students to read their parts.

2. Ask the students what tense the conversation is in. Then, point out to the students that the simple present tense is being used in the conversation. Explain to the students that the simple present tense can be used in various ways. Write the heading 'Simple present tense' on the whiteboard. Then, add numbered points 1 – 5 below the heading.

3. Explain to the students that the simple present tense can be used for habitual actions. Write the words 'habitual actions' for the numbered point 1. Provide some examples to the students to further explain the point.

**Example:**

- I brush my teeth every day.
- We play tennis once a week.

Underline the verbs in the sentences and tell the students that they are in the simple present tense. Refer the students to the script on the visualizer projector. Get the students to find the sentences that are spoken by the characters in the script which tell of habitual actions. Underline or highlight the sentences that show this.

**Example:**

- I go to the museum every year.

4. Next, explain to the students that the simple present tense can be used for timeless and universal statements. Write the words 'timeless and universal statements' for the numbered point 2. Provide some examples to the students to further explain the point.

**Example:**

- The earth orbits the sun.
- The sun sets in the west.

Underline the verbs in the sentences and tell the students that they are in the simple present tense. Refer the students to the script on the visualizer projector. Get the students to find the sentences that are spoken by the characters in the script which are timeless and universal statements. Underline or highlight the sentences that show this.

**Example:**

- Most paintings tell us a story.
- Museums hold history's treasures.

5. Thirdly, explain to the students that the simple present tense can be used for current facts which may or may not change in the future. Write the words 'current facts which may or may not change in the future' for the numbered point 3. Provide some examples to the students to further explain the point.

**Example:**

- Singapore has a population of about 7 million.
- The pearl necklace is worth \$15 million.

Underline the verbs in the sentences and tell the students that they are in the simple present tense. Refer the students to the script on the visualizer projector. Get the students to find the sentences that are spoken by the characters in the script which are current facts which may or may not change in the future. Underline or highlight the sentences that show this.

**Example:**

- The Singapore National Museum is one of the best museums in Asia.

6. Fourthly, explain to the students that the simple present tense can also be used for scheduled future actions. Write the words 'scheduled future actions' for the numbered point 4. Provide some examples to the students to further explain the point.

**Example:**

- We walk to school tomorrow.
- Jon and I plan to swim in the pool on Saturday.

Underline the verbs in the sentences and tell the students that they are in the simple present tense. Refer the students to the script on the visualizer projector. Get the students to find the

sentences that are spoken by the characters in the script which show scheduled future actions. Underline or highlight the sentences that show this.

*Example:*

- The opening hours are from 9 am – 9 pm tomorrow.

7. Lastly, explain to the students that the simple present tense can also be used to express what is happening at the moment. Write the words 'happening at the moment' for the numbered point 5. Provide some examples to the students to further explain the point.

*Example:*

- Here they are!
- The children jump into the pool with a big splash.

Underline the verbs in the sentences and tell the students that they are in the simple present tense. Refer the students to the script on the visualizer projector. Get the students to find the sentences that are spoken by the characters in the script which express what is happening at the moment. Underline or highlight the sentences that show this.

*Example:*

- There they are!

### Additional Activities / Closure (15 min)

1. Give out a sheet of paper that has 5 columns in it to each student. Tell the students to write 'Habitual actions', 'Timeless and universal statements', 'Current facts', 'Scheduled future events' and 'What is happening at the moment' in each of the columns. Next, show the students a list of sentences on the visualizer projector. Get them to read the sentences one at a time and identify the simple present tense in it and what it is used for by writing the number for that sentence in the correct column. After all 10 sentences are completed, discuss with the students each sentence and the column in which they have placed them.
2. Tell the students to turn to **pages 77 – 78 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 77**. 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 82 – 85** as homework. Go through the visual text with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least three questions with the students and elicit the answers from them. 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. Show the students the painting of the Mona Lisa. Get the students to find out 6 interesting facts about the Mona Lisa, and its painter, Leonardo da Vinci. Let them present their findings on powerpoint to the class.
2. Find out the current events held at the national museum and bring the students there. Prior to the visit, let the students know what the objectives are and what the expected learning outcome of the visit is.