

Theme: Greek Mythology

Focus:	Grammar	Vocabulary	Comprehension	Writing
	The present perfect tense	Prefixes 'mis', 'non', 'pro', 'anti', 'pre', 'post', 're' and 'super'	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use prefixes 'mis-', 'non-', 'pro-' and 'anti-' to show judgment,
2. use prefixes 'pre-' and 'post-' to show time,
3. use prefixes 're-' and 'super-' to show relations between things,
4. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. Picture cards of an echo and a flower called narcissus
3. A story about Echo and Narcissus
4. Strips of paper with sentences using prefixes 'mis-', 'non-', 'pro-' and 'anti-' (Ensure context is on Greek mythology.)
5. Strips of paper with sentences using prefixes 'pre-' and 'post-' (Ensure context is on Greek mythology.)
6. Strips of paper with sentences using prefixes 're-' and 'super-' (Ensure context is on Greek mythology.)
7. A bag
8. Strips of papers with prefixes and base words on each of them

Introduction / Warm-up Activity (10 min)

1. Show the students the picture cards and ask them what they are. Then, tell the students that you are going to tell them the story of Echo and Narcissus. Elicit from them if they know the story and get them to tell the rest of the class what the story is about.
2. Read the story of Echo and Narcissus. Then, discuss with the students what happened to the two characters in the story.

Lesson (20 min)

1. Show the students the strips of paper with sentences using prefixes 'mis-', 'non-', 'pro-' and 'anti-'. Get the students to read the sentences.

Example:

- Narcissus misunderstood Echo's intentions and threw her to the ground.
- The story of Echo and Narcissus is non-fiction.
- Echo was proactive in her approach in wanting to know Narcissus.
- Narcissus became anti-social.

Highlight to the students that the underlined words have prefixes in them. Explain to them that prefixes are placed at the beginning of words. Get them to understand that prefixes have different meanings and by learning them, it would be easier for the students to make a calculated guess what the words mean. Point out to the students that 'mis-', 'non-', 'pro-' and 'anti-' show judgment. Encourage the students to list more words with these prefixes.

Example:

- misinform, misinterpret, mislead, misplace, mistake
- nonexistent, nonfat, nonfiction, nonsense
- proactive, produce, profess, program, progress, propel
- antinuclear, anti-American

2. Next, show the students the strips of paper with sentences using prefixes 'pre-' and 'post-'. Get the students to read the sentences.

Example:

- Echo died prematurely.
- I think Narcissus and Echo met each other postmeridian.

Highlight to the students that the underlined words have prefixes in them. Point out to the students that 'pre-' and 'post-' show time. Encourage the students to list more words with these prefixes.

Example:

- prefix, preheat, prehistory
- postpone, postoperative

3. Lastly, show the students the strips of paper with sentences using prefixes 're-' and 'super-'. Get the students to read the sentences.

Example:

- Narcissus reacted badly in front of Echo.
- Narcissus may think he is a supermodel.

Highlight to the students that the underlined words have prefixes in them. Point out to the students that 're-' and 'super-' to show relations between things. Encourage the students to list more words with these prefixes.

Example:

- supernatural, superfine, supersonic, supervisor

Additional Activities / Closure (15 min)

1. Put the students into groups of threes or fours. Give each group a bag that contains slips of papers with prefixes and words. The students have to add the prefixes to the words to form new words. After they have done so, gather the students and discuss with them what the new words mean. Elicit from them the meanings of the new words by looking at the prefixes.
2. Tell the students to turn to **pages 90 – 91 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 90**. 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 **page 96** as homework. Go through the pictures and the guiding questions. Tell the students to take note of the important words in the given situation. Elicit from the students ideas on how to go about writing their story.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Tell the students to read up on any Greek mythology of their choice. You may want to give them some ideas of Greek characters that they can choose from. Then, get them to pretend to be the main character in the story. Encourage them to write the story in the first person narration. Share their story with the rest of the class.
2. Get students to work in pairs to create a crossword puzzle with ten characters from the Greek stories that they have read. Then, hand it up to you for checking. After that, you can make copies of their work and give them out to the other students as an activity.