

**Theme: Life Story****Focus:**

Grammar	Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"> • The past perfect tense • The past perfect continuous tense • Expressing past habits 	Proverbs	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. express habits in the past using the simple past tense,
2. use 'would' or 'used to' to talk about past habits,
3. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Old photographs of students and yourself
3. Visualizer projector
4. Word cards (Refer to the words in the box on page 16.)
5. Stories about famous people (Ensure that each story has 1 – 2 proverbs in it.)
6. Pieces of papers which contain a word each that will make out a complete proverb
7. A bag

Introduction / Warm-up Activity (10 min)

1. Show the students some old photographs of yourself by placing them on the visualizer projector. Tell them about the things you used to play or do. Ensure that your sentences contain 'used to', 'would' and the simple past tense.

Example:

- I used to play with my doll all day.
- I would pretend it could talk back to me.
- I loved it dearly.

Write the sentences that you have constructed on the whiteboard.

2. Get a few students to volunteer to show the rest of the class their photographs. You may want to put the photographs on the visualizer projector too. Let them talk about their photographs and what they do. Write their responses on the whiteboard.

Lesson (20 min)

1. Tell the students that the simple past tense is used for the sentences on the whiteboard. Write the words 'Simple Past Tense' on the whiteboard. Explain to them that the simple past tense is used to talk about habits in the past. Go through the sentences with the students and circle the simple past tense used in the sentences.
2. Tell the students that 'would' and 'used to' can also be used to indicate a past habit. Point out to the students the sentences which contain them. Then, get them to construct sentences about their past habits in three different ways using the simple past tense, 'would' and 'used to'.

Example:

- I played with my doll when I was a toddler.
 - I used to play with my doll when I was a toddler.
 - I would always play with my doll when I was a toddler.
3. Let the students read a short passage with a picture of Florence Nightingale on one of her rounds tending to the injured men. Then, elicit answers from the students about what Florence did.

Example:

- She made / would make / used to make sure that the hospitals were clean.
4. Read to the students a story about a famous person. Ensure that the story has at least two proverbs in it. Discuss the story with the students after reading it. Then, put the story on the visualizer projector. Highlight to the students the two proverbs used in the story. Tell them that they are called proverbs. Elicit from them what they understand by the meaning of proverbs. If they are not sure, explain to them that a proverb is a short saying that usually embodies a general truth. Ask the students if they can infer what the two proverbs mean based on the context that they are in.
5. Show the students the remaining 6 proverbs. Have at least two proverbs in context if possible. Get the students to identify the proverbs in each story. Then, let the students explain what they understand about how the proverbs are used.

Additional Activities / Closure (15 min)

1. Put the students in groups. Give each group a bag containing slips of papers. They have to put the pieces together to form a proverb. After that, they need to make a sentence with the proverb. Get the groups to share their sentences with the rest of the class.
2. Tell the students to turn to **pages 14 – 17 of Learning English Workbook 6**. Review the 'Read and Learn' section on **page 14** before reading the instructions given in the exercises together. 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 22** as homework. Study the pictures with the students. Get them to come up with the vocabulary to describe the pictures. Write the words on the whiteboard. Go through the guiding questions. Elicit ideas from the students how to go about writing their story. Remind the students that they do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Put the students in pairs. Get each pair to find at least 5 proverbs. Then, get them to write each proverb on a piece of paper. Next split each proverb into two parts. Put all the parts of the proverbs into a bag. Hand the bag to another group who will attempt to join the two parts to make a complete proverb. After every group has completed the activity, go through all the proverbs with them. Have them form sentences using the proverbs.