



Lesson Plan For Unit 8 (Part 1)

45 min

Theme: A Long, Long Time Ago

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • 'Was' and 'were' • The simple past tense (4) • Prepositions of place 	Things and occupations in the past	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use correctly the prepositions of place ('between', 'under', 'in front of', 'behind', 'across', 'beside', 'in' and 'onto') to talk about where someone or something is,
2. identify and name the things that were used in the past,
3. identify and name the various occupations in the past,
4. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. A pair of clogs
3. An abacus
4. An old radio
5. A documentary showing the life of the people in the past and the things they use
6. Picture cards (refer to the answers in [B] for questions 1 – 8 on the answer page)
7. Word cards (refer to the answers in [B] for questions 1 – 8 on the answer page)
8. Picture cards, each showing clearly a preposition learnt during the lesson so that the students can identify what preposition it is trying to illustrate
9. Blank Bingo cards (6 x 6 grid)

Introduction / Warm-up Activity (10 min)

1. Prior to the lesson, place the old radio on your table and hang the abacus on the wall. Come to class wearing a pair of clogs. The students will be amused and wonder what is happening. Tell the class that there are three things that you have today with you that belong to the past. Get the students to tell you what they are.
2. If the students are unsure what they are called, provide them the answers by showing them the word cards. Stick the word cards on the whiteboard. Discuss with the students what the purpose of each of the things was in the past. Get them to reflect how these things are replaced by technology.

Lesson (20 min)

1. Show the students the documentary show. After the show, discuss with them about the different occupations in the past and the things that were used long ago. You may want to replay the documentary show and stop at strategic parts to discuss with the students.

Example:

- What is this? (kerosene)
- What is it used for? (to light up oil lamps)

2. Show the students the picture cards, one at a time. Stick the picture cards on the whiteboard. Discuss with them what each picture card shows and elicit from them what they think it is. Next, stick the word card corresponding to the picture card. Get the students to read each word after you.
3. Using the three things that you have brought to class, place them in a straight row such that the pair of clogs is between the other two things. Ask the students where the pair of clogs are. Get the students to answer your question in a complete sentence.

Example:

- The pair of clogs is between the abacus and the radio.

Write the students' sentence on the whiteboard. Underline the preposition 'between'. Tell the students that the word 'between' is a preposition of place. It tells them that the thing is in the middle of two other things.

4. Next, ask the students where the radio is placed. Get the students to answer in a complete sentence.

Example:

- The radio is beside the pair of clogs.

Write the students' sentence on the whiteboard. Underline the preposition 'beside'. Tell the students that the word 'beside' is also a preposition of place. It tells them that the thing is next to another thing.

5. For the other prepositions ('under', 'in front of', 'behind', 'across', 'in' and 'onto'), get students to volunteer to come to the front of the class. Use them to demonstrate each of the prepositions.
6. Get the students to demonstrate their understanding on how to use the prepositions by encouraging them to make sentences. Share them with the class. You may want to write a sentence for each of the prepositions made by the students.

Additional Activities / Closure (15 min)

1. Put the students in pairs. Give each pair a blank Bingo card. Tell the students to fill up the 6 boxes on their Bingo card with a preposition each. Since there is a total of 8 prepositions learnt, the students can choose which preposition they want to write in the boxes. Next, show them the picture cards which illustrate a specific preposition. You may want to make a sentence leaving out the preposition based on the picture shown on the card. Then, get the students to give you the answer before crossing out the preposition on their Bingo card. If the preposition does not appear on their card, they are to leave the card as it is and wait for the next picture card. The pair of students who gets 3 prepositions in a row (vertically, horizontally or diagonally) first is the winner.
2. Tell the students to turn to **pages 47 – 48 of Learning English Workbook 2**. Review the 'Read and Learn' section on **page 47**. 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 49 – 50** as homework. Read the passage together with the students. Explain any words that might be unfamiliar to the students. Go through the questions with the students and elicit the answers from them. Discuss with them how they derive their answers to the questions.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Arrange a field trip to the national museum for the students. Let them see the things used in the past and how the people lived then. When they return from the field trip, get them to write a short essay on the differences between the things in the past and the present.
2. Get the students to do some research on the Internet about the occupations of people in the past, e.g. rickshaw rider, coolie, etc. Let them print out a picture of the person in that occupation and write at least 8 sentences about the person's job.