

Theme: Everyday Inventions

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Active and passive voice	Using specific words	Answering questions based on a passage	Writing a story based on pictures and guiding questions

Lesson Objectives

Students are able to

1. use specific words to convey an idea,
2. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. Classroom objects
3. Powerpoint slides showing machines, animals, etc.
4. Bingo cards with 6 x 6 grid (Ensure that each grid has a picture that looks almost similar to the others. Add on or change one or two details in each picture so that there can be no similar pictures in one Bingo card.)
5. Sentences that depict the pictures shown on the Bingo cards

Introduction / Warm-up Activity (10 min)

1. Show the students an everyday invention such as a pair of scissors. Get the students to describe the pair of scissors. Write their responses on the whiteboard.

Example:

- Susan's pair of scissors, pink, old, rusty

Then, get the students to string the words that they have come up with and which you have written on the whiteboard into one sentence.

Example:

- This is Susan's pink, old, rusty pair of scissors.

2. Choose other objects in the classroom and show them to the students. In the same way, elicit from the students words to describe the object. Then, get them to use all the words in one sentence.

Lesson (20 min)

1. Show the students the powerpoint slides, one at a time. First, show the students the picture before getting them to read the sentence below the picture.

Example:

- The cat is lying on the mat.

Explain to the students that the sentence is too general. Encourage them to make it more interesting. Elicit from them how they can make the sentence more interesting. Point out to the students that the words 'cat' and 'mat' in the sentence do not convey much about what they are, so it would help if they are more specific. Circle the words 'cat' and 'mat' in the sentence.

Then, elicit from the students how to make the two words more interesting by adding in more information about them. Write the words that the students come up with on the whiteboard.

Example:

- cat – brown, tabby, fat, indifferent, gentle, Persian
- mat – tatters, table, large, flowery

2. Next, get the students to construct a sentence using the words that they have listed on the whiteboard for the picture. Tell the students that they need not use all the words that are on the whiteboard but to use as many as they can so that their sentences become more specific.

Example:

- The Persian tabby cat that Malcolm recently purchased from the pet shop is lying on the tattered table mat.

3. Go through the rest of the pictures and sentences in the powerpoint slides. In the same way, get the students to identify words in each of the sentences that are too general and which they can write more about. Then, list the words that they can use to make the sentences more descriptive. Then, discuss and write the sentences on the whiteboard.

Additional Activities / Closure (15 min)

1. Put the students in pairs and tell them that they are going to play the game ‘Bingo’. Give each pair a set of Bingo cards with pictures on them. Tell the students that they will notice that the pictures on the Bingo cards look almost similar to one another. Remind the students to pay attention to details as you will be reading out some sentences. After you have read one sentence, the students have to find the picture that correctly corresponds to the sentence you read out. Then, they have to cancel it if it is on their card. The pair of students who have a row of three pictures cancelled out is the winner.
2. Tell the students to turn to [pages 122 – 123 of Learning English Workbook 5](#). 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 123 – 127](#) as homework. Read the passage together 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. For the students’ mini project, list some inventors’ names and get them to find out more about what they did which impacts our life today. Encourage the students to find out why these people invented the things and share their findings with their classmates. You may also pin their work on the English notice board so that the other students can read about the inventors and their work

Example:

- George Crum – invented potato chips
- Garret Morgan – invented gas mask
- Ole Kirk Christiansen – invented Lego bricks