

## 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 past tense,
- use and explain the meanings of phrasal verbs,
- write a story based on pictures using guiding questions.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 5
- Picture card of Qin Shi Huang
- A passage on the life of Qin Shin Huang
- Visualizer projector
- Word cards (refer to the words in the box on page 80)
- A bag
- Slips of paper with phrasal verbs and their meanings on each of them

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

- Show the students the picture card of Qin Shi Huang. Ask the students if they know who the person in the picture is. Get them to describe the person and his attire. Elicit from the students what they know of the first emperor of China.
- Read a passage on the life of Qin Shi Huang to the students. Discuss with the students his fascination with immortality and his quest to stay in control and how his people probably viewed him as king of their country.

### Lesson (20 min)

- Show the passage that you have read to the students on the visualizer projector. Ask the students what tense has been used in the passage. Then, ask the students why the past tense is used in the passage on Qin Shi Huang. Let the students tell you that the simple past tense is used for completed actions and events. Get the students to find sentences which contain the simple past tense which show completed actions and events in the passage. Highlight the sentences which the students find.

**Example:**

- He changed his name to Shi Huang, which means 'first emperor'.
  - He established a common currency and standard of units for China.
- Next, tell the students that the simple past tense can also be used to refer to regular actions in the past. Get the students to find sentences in the passage that show this. Highlight the sentences which the students find.

**Example:**

- Emperor Huang got scientists to work on an elixir of life throughout his reign.
  - Assassinator made many attempts to kill Emperor Huang when he first became king of China.
3. Recapitulate with the students the two ways in which the simple past tense can be used on the whiteboard. Then, get the students to construct sentences using the simple past tense for each of the ways.

**Example:**

- My mother baked the cake yesterday.
  - I studied for many hours every day so that I could pass the exams with flying colours.
4. Go through the passage again and circle any phrasal verbs that can be found in it. Elicit from the students the meanings of the phrasal verbs that you have circled. Then, tell the students that they are called phrasal verbs. Explain to the students that phrasal verbs are usually two-word phrases consisting of a verb + adverb or verb + preposition.
5. Stick the word cards with the phrasal verbs on the whiteboard. Go through the words on the word cards with the students. Pointing to one of the word cards, construct a sentence and then, get the students to guess what the phrasal verb means. Do the same with the other word cards. After going through all the word cards, get the students to construct sentences using phrasal verbs. Write their sentences on the whiteboard. Discuss with the class if the phrasal verb is rightly used in the context.

### **Additional Activities / Closure (15 min)**

1. Put the students in pairs. Give each pair a bag that contains slips of papers with 5 phrasal verbs and their meanings. Tell the students to match the phrasal verbs with the correct meanings. Then, get them to choose one phrasal verb and construct a sentence with it. At the end of the short activity, discuss with the students if they have matched the phrasal verbs with the correct meanings. Let each pair share the sentence they have constructed with the rest of the class.
2. Tell the students to turn to **pages 79 – 81 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 79**. 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 84** as homework. Go through the pictures and the guiding questions. Elicit ideas from the students 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 talk to their grandparents or parents about the games they used to play when they were young. Get them to write down the instructions of the game and to draw a picture of how the children used to play them. You may also want the students to create the games or if they are still available in stores, to buy them and have them placed in the classroom for display. Let the students have time to explore the various games that children used to play in the past.