

## 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 the present perfect tense,
2. answer questions based on a visual text.

### Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. Picture cards of the story 'Medusa'
3. Story of how Medusa became who she was
4. Visualizer projector
5. A list of 10 sentences for the students to fill in the blank with the present perfect tense

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

1. Show the students the picture card of Medusa with her snake-like hair and hideous-looking face. Elicit from the students who the person in the picture is. Ask the students if they know the story about Medusa.
2. Read the story of Medusa to the students. As you read the story, show the picture cards on the visualizer projector. At the end of the story, discuss what the students have learnt from the story.

**Example:**

- Learn to be humble. / Never boast about one's beauty.

### Lesson (20 min)

1. With reference to the story read, write at least 3 sentences which have the present perfect tense in them on the whiteboard.

**Example:**

- You have told everyone that you are more beautiful than I am.
- I have looked after myself well.

Underline the present perfect tense in the sentences and write the words 'Present perfect tense' above them on the whiteboard. Explain to the students that the present perfect tense is used for actions in the past that still affect the present. Tell the students that the present perfect tense is written as 'has / have + past participle'. Get the students to locate any other sentences with the present perfect tense in them and underline or highlight the present perfect tenses. Then, get the students to construct more sentences using the present perfect tense. Write the students' sentences on the whiteboard.

2. Next, write sentences using the perfect present tense to show actions that began in the past, have continued into the present and might continue into the future.

*Example:*

- I have liked Greek mythology since my college days.
- I have finished two projects and am starting on a new one.

Elicit from the students the present perfect tenses in the sentences. Explain to the students that the present perfect tense can also be used to indicate that an action was done several times in the past and continues to the present and might likely go into the future. Get the students to construct sentences using the present perfect tense to show this.

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

1. Show the students a list of 10 sentences. Let them fill in the blanks with the present perfect tense. After they have completed all the sentences, go through the answers with them. You might want to pick out about three sentences and get the students to identify the present perfect tense that they have used (whether it is used for actions in the past that still affect the present or if the actions began in the past to the present and might continue to the future).
2. Tell the students to turn to **pages 89 – 90 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **page 89**. 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 92 – 95** as homework. Go through the visual text 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. Put the students into groups. Tell them that they are preparing for a phone interview with Medusa. Get them to think about questions that they might want to ask Medusa and how she would reply them in an interview. Encourage the students to use the present perfect tense in some parts of their interview. Then, get the students to act out the interview in front of the class with two students, each taking on the role of Medusa or the interviewer.