



## Lesson Plan For Lesson 12



40 min

**Theme: Our Routines**

**Focus: Prepositions – ‘Before’ and ‘After’**

### Lesson Objectives

Students are able to

1. identify various routines,
2. complete sentences using ‘before’ or ‘after’.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 3
2. A list of actions related to daily routines

### Introduction / Warm-up Activity (5 min)

1. Invite a student to stand in front of the class. Whisper two actions to the student related to daily routines such as brushing teeth and eating. Get the student to act out the actions to the class.
2. Ask the class which action the student performed first and which action was second. Then get the students to form sentences using ‘before’ and ‘after’ based on the actions their classmate has just done.

#### *Examples:*

- Matt brushes his teeth before his breakfast.
  - Matt brushes his teeth after he eats his dinner.
3. Repeat this activity as many times as possible. Get the students to make sentences using ‘before’ and ‘after’.
  4. Write the sentences on the board and indicate which action was first and which was second.

### Lesson (10 min)

#### **Prepositions – ‘Before’ and ‘After’**

1. Explain to the students that ‘before’ and ‘after’ tell us when things happen. Draw a timeline to explain what the prepositions mean if necessary.
2. Ask the students questions about their daily routine, one at a time.

#### *Example:*

- What do you do before you go to bed at night?

After an answer is given, ask another student to say what the student does using a sentence with ‘before’ and another with ‘after’.

*Examples:*

- Ann reads a bedtime story before she goes to bed at night.
  - Ann goes to bed at night after she reads a bedtime story.
3. Repeat this activity as many times as possible so that the students will be more familiar with how to use these prepositions.

**Classroom Activities / Assessment (10 min)**

1. Refer the students to **page 55 of Learning Grammar Workbook 3**. Read the examples to them.
2. Let the students complete **Exercise 28 and 29, pages 56 – 58** on their own.
3. Facilitate the students' learning by walking around to check their answers.

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

1. Get each student to think of at least three different actions and write them down so they will not forget what they are. Call on one student who has to shout out an action he has thought of. Call on another student who has to shout out a different action from the first student's. Then call on a third student to form a sentence using 'before' or 'after' to join the two actions. This might result in some amusing results. For the first round, you might want to join the actions together to give the students an idea of how to form the sentences.

*Example:*

- 1st student : turn  
2nd student : go  
3rd student : Lisa turns off the light before going out of the room.
2. Tell the students that once an action has been shouted out, it cannot be used again. They must cancel that action on their list if they have also written it down.
  3. Repeat this activity to allow as many students as possible to participate.

**Optional Activities**

1. Get your students to look for a calendar at home. (An old calendar will also do.)
2. Encourage them to write 8 sentences about the calendar using 'before' and 'after'.
3. Besides using days and months in their sentences, you may also want them to use special occasions that are marked on the calendar such as National Day, Children's Day etc.
4. You may also want your students to include more information in their sentences if they are able to.

*Example:*

- Monday comes two days before Wednesday.
5. Let them share their sentences with the class.