

Theme: How are You Feeling?**Focus: Correct Word Use****Lesson Objectives**

Students are able to

1. identify different thoughts that people have,
2. identify the different parts that make up an everyday item,
3. complete sentences using the correct parts of the body.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 1
2. Picture cards of common cutlery and crockery found in a kitchen
3. Word cards with a word on each of them (based on the vocabulary learnt from **Exercise 40 – 45** of Learning Vocabulary Workbook 1)

Introduction / Warm-up Activity (5 min)

1. Tell the students that they have to guess how you are feeling by watching your actions. Pretend to rub your arms together as though you are cold. Elicit the answer that you are feeling cold from the students. Encourage the students to answer in complete sentences. Show the answer to the students.

Example:

- I rub my arms when I am cold.

Discuss with the students what else happens when people are cold. Elicit reasonable answers from them.

Examples:

- They will shiver/tremble.
 - Their teeth will chatter.
2. Do another action and get the students to guess how you are feeling.
 3. Write the sentences on the board. Underline the vocabulary words.

Lesson (15 min)**Correct Word Use**

1. Ask the students to name the different cutlery and crockery found in their kitchen. Write the names on the board. Show them some picture cards of common cutlery and crockery and get them to match the words to the picture cards. Then ask them

about the different parts of the cutlery and crockery. For example, discuss with them about the differences between a plate and a bowl, which part of the knife is used for cutting food, the difference between a glass and a mug etc.

2. Write all the new words on the board and let the students take turns forming sentences using those words.
3. When the students have free time after completing their written work later, you may want them to label the parts of the pictures shown on the cards and write sentences about them. Then pin them on the 'Writer's Wall'.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 43 and 44 of Learning Vocabulary Workbook 1, pages 87 – 88** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (10 min)

1. Give each student a card with a vocabulary word on it. Divide the students into pairs. Each student gives his partner clues about the word. Once a pair guesses each other's words, they can form a group of four with another pair to guess their words.
2. You may want to have a time limit for each student so that the activity will be more challenging.

Optional Activities

1. Ask the students to complete **Exercise 45, pages 89-90** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Show the students a list of action words and explain how a mind map works by getting them to write one action word in the centre of a paper and then, getting them to draw lines radiating out from the word. For each line, encourage them to write a sentence using the action word. Encourage them to use different subjects.

Examples:

- Tom runs to his father.
- The leopard runs after its prey.

Get them to draw pictures to illustrate each sentence.

4. Let them share their work with the class.
5. You may want to pin their mind maps on the 'Writer's Wall'.