



Theme: Changing Words (2)

Focus: Specific Word Groups – Word Forms

Lesson Objectives

Students are able to

1. identify the various forms of a word,
2. complete sentences using the correct form of the words.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 3
2. Word cards with the different forms of words used in **Exercise 43 – 46** of Learning Vocabulary Workbook 3
3. A handout of different forms of words
4. A piece of paper that has been divided into columns for nouns, adjectives, verbs and adverbs (Have enough for each pair in the class.)
5. A short story (for Optional Activity)

Introduction / Warm-up Activity (5 min)

1. Show the students a set of word cards. Invite students to the front of the class to arrange the word cards in groups according to their word forms.
2. You may want the class to read the words in each group orally to familiarize themselves with the different words.

Lesson (10 min)

Specific Word Groups – Word Forms

1. Explain to the students that there are different ways to change words to nouns. Tell them some of the common ways such as adding ‘-ion’, ‘-al’ etc.
2. You may want to give them each a handout of the different forms of words. Go through the list with them and highlight words that are unfamiliar to the students.
3. You may want them to construct sentences using some of the more difficult words.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercises 43 and 44 of Learning Vocabulary Workbook 3, pages 58 – 59** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the class into pairs. Give each pair a paper that has already been divided into columns with the headings 'nouns', 'adjectives', 'verbs' and 'adverbs'. Let them complete the table.
2. Get the students to construct sentences using the words they have formed.
3. Let them share their sentences with the class.

Optional Activities

1. Ask the students to complete **Exercise 45 and 46, pages 60 – 61** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Give the students a short story with several words underlined. Get them to draw a table with columns for nouns, adjectives, verbs and adverbs. Let them complete the table by placing the underlined words in the correct column first. Then the students need to complete the other three columns for each respective underlined word by filling in their different forms.