



## Lesson Plan For Exercises 5 – 8

 40 min

**Theme: Let's Categorize (2)**

**Focus: Specific Word Groups — Classification**

### Lesson Objectives

Students are able to

1. identify words that belong in a list of categories,
2. select the correct categories for given sets of words.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 5
2. Word cards with names of items on each of them
3. Word cards with names of a category on each of them

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

1. Show the students the sets of word cards with the items and the categories. Get them to match the sets to the categories.
2. To make the activity more challenging, do not place the items into separate sets. Mix them up. Get the students to read through all the categories. Then let them arrange the items into sets and match these sets to the category names.

### Lesson (10 min)

#### Specific Word Groups — Classification

1. Go through the category names in **Exercise 5 – 8**. Explain any difficult words to the students. You may want to use different examples from the exercise to illustrate what the different categories mean so that the students will not be given the answers to the exercises directly.
2. You may want to show the students pictures of items that they might not understand such as emeralds, sapphires etc.
3. Highlight the importance of using the other items in the list to help them decide on the category the items belong to if they do not know what a particular item means. For example, if they do not know what a 'drought' is, they could look at the other listed items eg 'earthquakes' and 'hurricanes' and think of a suitable category they could fit into.

4. Ask the students for names of items that could belong to certain categories.

**Example:**

- What items could fit the category ‘herbivore’?

You may want to select categories that are related to those found in the exercises. For example, in **Exercise 7**, the category ‘liquids’ is tested on. You may want to use this as an opportunity and ask the students for items that belong in the category ‘gases’ and ‘solids’ as well.

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

1. Let the students complete **Exercise 5 and 6 of Learning Vocabulary Workbook 5, pages 5 – 6** on their own.
2. Facilitate the students’ learning by walking around to check their answers.

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

1. Invite the students to the front of the class, two at a time. On the board, show them a category and a list of items written on word cards. (You may want to use different words and categories from those used in the Warm-up Activity.)
2. The first person to run to the board and get the two correct word cards that belong to the category wins the round. The winner gets to stay and the one who loses will return to his seat. Another student will be called on.
3. You may want to divide the students into different groups before this activity so that the students can earn points for their group. The group with the most points wins the game. You may want to give a small prize to the winning group or groups.

### **Optional Activities**

1. Ask the students to complete **Exercise 7 and 8, pages 7 – 8** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to relate this lesson to science by getting them to search for plants, animals etc that belong in particular groups. Get them to research on the different items that belong in a group and let them tell the class about the items. They may want to write about the items or print out the pictures to show the class.