



## Theme: Holidays

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>The simple past tense (2)</li> <li>Compound words</li> </ul>	Things related to holidays	Answering questions based on a passage	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

- combine two words to form a compound word,
- predict the meaning of a compound word based on their knowledge of the individual words being combined,
- identify a compound word from a given list,
- answer questions based on a passage.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 2
- Picture cards showing a ladybird, a waterfall and popcorn
- Storybook titled 'Cloudy with a Chance of Meatballs'
- A bag
- Zigzag puzzles of compound words
- A sheet of paper with compound words as well as other words
- Viusualizer projector
- Blu tack
- Red and blue/black marker

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

- Show the class three picture cards and stick them on the whiteboard. Ask the students to identify each of the pictures. Write the words 'ladybird', 'waterfall' and 'popcorn' under each correct picture card.
- Tell the students that the three words are known as compound words. Ask them if they have any idea what a compound word. Give the students some time to think. If after some time, the students are still unsure what compound words are, point to the word 'ladybird' and using a marker, underline the word 'lady' and 'bird', making sure the two lines are separated by a space. Tell the students that a compound word is made up of two words combined together.

### Lesson (20 min)

- Write the word 'Compound words' on the whiteboard above the three picture cards. Get the students to come up with more compound words.

**Example:**

- airplane, sunflower, bookmark

Write the students' responses on the whiteboard. Emphasize to the students that compound words are made up of two smaller words.

- Elicit from the students what they observe for compound words such as 'sunflower' and 'seaside'. Write these words down on the whiteboard if the students have not come up with them. Tell the students that at times, they are able to guess what the compound word is based on the two

smaller words. Ask them to look at the whiteboard and the list of compound words they have given earlier. Ask them to find the compound words that help them guess what the compound word is. Circle each of these words out with a red marker. Get the students to explain how they can guess what the compound word means based on the two smaller words.

3. Write the word 'butterfly' on the whiteboard if it has not been elicited from the students or use any other compound words that are not circled in red. Tell the students that some compound words are harder to guess what they are just based on the two smaller words that make it up. In this case, if the compound word is found in a context, tell the students to make a calculated guess what the compound word is based on the context.
4. Read to the class an extract from the storybook 'Cloudy with a Chance of Meatballs'. Get them to identify the compound words in the extract. Discuss with the students what the compound words mean.

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

1. Put the students in pairs. Give each pair a bag with some Zigzag puzzles of compound words. Get them to match two words to form a compound word. They should be able to match every piece to make a compound word. Let them discuss with each other what the compound words mean. Go around the class and facilitate their learning.
2. Tell the students to turn to **pages 50 – 52 of Learning English Workbook 2**. Review the 'Read and Learn' section on **pages 50 – 51**. 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 53 – 55** as homework. Go through the passage with the students. Discuss with them any words that they may not be familiar with. Get them to identify any compound words and elicit from them what they mean. Go through the questions with the students and elicit from them the answers. Get them to tell you how they derive 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 two groups. Play a game of 'catching' the compound word. Use a visualizer projector to show the students a paper containing compound words and other words on the overhead projector. Two team members from each group take turns trying to 'catch' a compound word by holding two rectangular pieces of coloured paper. The words have to appear on the coloured paper instead of the screen.

For example, student A and B from one team come up to the front of the screen and using their coloured paper, try to capture two words separately. Student A captures the word 'snow' on his coloured paper while student B captures the word 'man' on his. They form the compound word 'snowman'. Tell the students that they then have to tell the class the compound word formed. If the team members are successful in identifying a compound word, their team receives a point. The team with the most points wins.