

## Theme: Fun Science

Focus:	Grammar	Vocabulary	Comprehension	Writing
	The present perfect continuous tense	<ul style="list-style-type: none"> <li>Using suffixes 'an', 'er', 'or', 'ian', 'tion', 'ion', 'ism', 'ist', 'ment', 'ness', 'ship' and 'hood' to form nouns</li> <li>Using suffixes 'able', 'ible', 'an', 'ful', 'ic', 'ish', 'less', 'y', 'al', 'ous', 'ly' and 'ward' to form adjectives</li> <li>Using the suffix 'ly' to form adverbs</li> </ul>	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

### Lesson Objectives

Students are able to

- add suffixes such as '-an', '-er', '-or', '-ian', '-tion', '-ism', '-ist', '-ment', '-ness', '-ship' and '-hood' to the end of words to form nouns,
- add suffixes such as '-able', '-ible', '-ful', '-ic', '-ish', '-less', '-y', '-al', '-ous', '-ly' and '-ward' to the end of words to form adjectives,
- add suffix such as '-ly' to the end of words to form adverbs,
- answer questions based on a visual text.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 5
- 1<sup>st</sup> set of word cards showing '-an', '-er', '-or', '-ian', '-tion', '-ism', '-ist', '-ment', '-ness', '-ship' and '-hood'
- 2<sup>nd</sup> set of word cards showing 'able', 'ible', '-ful', '-ic', '-ish', '-less', '-y', '-al', '-ous', '-ly' and '-ward'
- 3<sup>rd</sup> set of word cards showing '-ly'
- A picture card of a balloon floating in the sky
- A passage about doing a science experiment using some of the words in brackets on page 111
- Visualizer projector
- A list of 8 words from which the students can add suffixes to

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

- Show the students a picture card of a balloon floating in the sky. Elicit from the students what makes a balloon float in the sky. Ask them if a balloon will be able to float if they are to blow into it directly using their mouth. Get them to explain why or why not.
- Then, show the students the passage about doing a science experiment on the visualizer projector. Get them to read the passage silently.

#### Example:

- The balloon floated slow up into the sky after I inflated it with helium. It went towards the direct of the buildings.

The students will probably notice that some of the words are not in their correct forms in the passage and will not hesitate to point them out to you. Indicate to the students to continue reading and that you are aware that the passage has some words that are not in the correct form

## Lesson (20 min)

1. After the students have read the passage, get them to think about the passage. Let the students identify the words that are not in the correct forms. Circle the words and write the correct forms of the words above the incorrect ones.

### *Example:*

- The balloon floated slow up into the sky after I inflated it with helium.  
→ The balloon floated slowly up into the sky after I inflated it with helium.
  - It went towards the direct of the buildings.  
→ It went towards the direction of the buildings.
2. Explain to the students that they have added suffixes at the end of the words that they have indicated as being in the wrong forms. Tell the students that they can form nouns, adjectives, and adverbs from other words using suffixes. Elicit from the students what they understand as nouns, adjectives and adverbs. Get the students to provide you with examples. Then, get the students to refer to the passage and point out if each of the words that have been circled is a noun, an adjective or an adverb.
  3. Get the students to identify that suffixes such as ‘-an,’ ‘-er,’ ‘-or,’ ‘-ian,’ ‘-tion,’ ‘-ism,’ ‘-ist,’ ‘-ment,’ ‘-ness,’ ‘-ship’ and ‘-hood’ in the passage can be used to form nouns. Stick the 1st set of word cards on the whiteboard when teaching this point. Get the students to list other words that end with these suffixes and write them on the whiteboard as examples.
  4. Next, get the students to identify that suffixes such as ‘-able,’ ‘-ible,’ ‘-ful,’ ‘-ic,’ ‘-ish,’ ‘-less,’ ‘-y,’ ‘-al,’ ‘-ous,’ ‘-ly’ and ‘-ward’ in the passage can be used to form adjectives. Stick the 2nd set of word cards on the whiteboard when teaching this point. Get the students to list other words that end with these suffixes and write them on the whiteboard as examples.
  5. Lastly, get the students to identify that the suffix such as ‘-ly’ in the passage can be used to form adverbs. Stick the 3rd set of word cards on the whiteboard when teaching this point. Point out to the students that the suffix ‘-ly’ can be either an adjective as explained earlier or an adverb. Tell the students how to tell the difference by giving them examples and an explanation. Get the students to list other words that end with this suffix and write them on the whiteboard as examples.

## Additional Activities / Closure (15 min)

1. Put the students in pairs. Tell them that you are going to show them 8 words and they have to add the correct suffixes to them. Remind them to use the suffixes that you have shown them on the whiteboard. After that, they need to construct a sentence with the new word.

### *Example:*

- observe → observation
  - He was put under observation after being admitted into hospital.
2. Tell the students to turn to **pages 110 – 111 of Learning English Workbook 5**. Review the ‘Read and Learn’ sections on **page 110**. 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 112 – 115** as homework. Go through the visual text with the students. Explain to them any words or phrases that may be unfamiliar to them. Go through at least three questions with the students and elicit the answers from them. Get them to tell you where or how they derived the answers.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Get the students to write a short paragraph about conducting an interesting experiment. In the same way, get them to choose some words from which the suffixes that were taught in the lesson can be used within the passage. Tell the students to write the words in their original form so that their classmates can identify those words and add the correct suffixes to them.
2. Provide a passage to the students and encourage them to identify words which have suffixes. Get them to categorise those words into 3 columns on a piece of paper: nouns, adjectives and adverbs. Then, discuss these words with the students as a class.