

**Theme: Our Actions****Focus: Specific Word Groups — Actions****Lesson Objectives**

Students are able to

1. identify common actions,
2. complete sentences using the correct action words.

**Resources**

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 2
2. Word cards with an action word on each of them
3. A bag to put the cards in
4. Scenarios or names of places for each pair of students
5. Coloured pencils

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

1. Play charades. Show the students an action and get them to guess what you are doing.
2. You may want them to answer in complete sentences.

**Example:**

- You are sleeping.

3. Write the sentences on the board and underline the actions.

**Lesson (15 min)****Specific Word Groups — Actions**

1. You may want to divide the students into groups. Select a representative from each group to come up to select a word card from the bag. The student then has to act out what is given on the card. If his group gets it right, the group gets four points. If the group does not know the answer, the chance is given to another group. If that group gets it right, the second group gets half the points.
2. Repeat this activity as many times as possible. You may want the students to answer in complete sentences when playing charades.

**Example:**

- Tom is yawning.

3. You may want to write the sentences on the board and underline the actions.

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

1. Let the students complete **Exercise 25 of Learning Vocabulary Workbook 2, page 45** on their own.
2. Facilitate the students' learning by walking around to check their answers.
3. You may want to select some of the sentences and get the students to think of alternative actions that can be used to complete those sentences. Instruct them to write them at the end of each respective sentence.

### **Additional Activities / Closure (10 min)**

1. Divide the students into pairs and give them the name of a place or a scenario. Let them think of as many actions as possible that can be done in that place or scenario. Then get them to write a short story using the actions that they have thought of. For example, they can use actions like kicking, running, jogging, feeding, lying, rollerblading, cycling etc when the scenario given is at the park.
2. Let them draw and colour their pictures to represent their stories. Let them share their stories with the class.
3. You may want to pin their stories on the 'Writer's Wall'.

### **Optional Activities**

1. Get the students to come up with an action for each letter of the alphabet. Then they need to form a sentence for each action or for a certain number of actions if forming twenty-six sentences is too overwhelming for them.
2. Let them share their sentences with the class.
3. Alternatively, the students could write each action in a column, cut up that column and pass it around the members in their group. They have to write more action words in each of the columns.
4. To extend the activity, you may want the students to think of morally good or positive actions and morally bad or negative actions. Then get them to construct sentences.