



Theme: Making Inferences (4)

Focus: Correct Word Use

Lesson Objectives

Students are able to

1. make inferences,
2. complete sentences using the correct words.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 4
2. Picture cards showing pollution based on the information in **Exercise 77** of Learning Vocabulary Workbook 4
3. Word cards with a word on each of them (Have enough cards for everyone in the class.)

Introduction / Warm-up Activity (5 min)

1. Place a word card face down on each student's table. Tell them that they have to listen to a sentence that you will read out to them. The students have to turn over their cards and the one with the correct word must raise his card immediately within a time limit.
2. If there is more than one word that can be used to complete the sentence, call on the student who raises his card first.
3. Repeat this activity as many times as possible.

Lesson (10 min)

Correct Word Use

1. Show the students the picture cards showing water pollution. Ensure that they are related to **Exercise 77**. Ask them questions about what they see in the picture cards to elicit information that requires them to make use of the words in the exercise.
2. Get the students to form sentences using the vocabulary elicited from the activity in (1).

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 77 – 79 of Learning Vocabulary Workbook 4, pages 109 – 114** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the students into pairs. Using the word cards that were given to them at the start of the lesson, get each student to form a sentence using his word and tell it to his partner.
2. Call on the students and let them tell you the sentence formed by their partners.

Optional Activities

1. Ask the students to complete **Exercise 80 and 81, pages 115 – 118** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Refer the students to the exercises with homophones. Get each of them to write five sentences using the wrong word. Then the students exchange their sentences with their classmates who have to spot the errors. They should put a cross over the wrong word and write the correct word above it.
4. You may want to pin these corrected sentences on the 'Writer's Wall'.