

**Theme: Making Inferences (5)****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. Sets of blocks (Have enough for each group in the class.)
3. Sets of word cards (Have enough for each group in the class.)
4. Slips of paper with a riddle on each of them
5. A bag for paper in (4)
6. A word search puzzle

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

1. Invite a few students to the front of the class to draw slips of paper containing riddles from a bag. Get them to guess the riddles. If they cannot guess the riddle, they may call on someone else to guess the riddle.
2. Repeat this activity as many times as possible.

**Lesson (10 min)****Correct Word Use**

1. Go through the words in **Exercise 82 – 86** with the students. Highlight any words that they might be unfamiliar with and give them as many examples as possible so that they can better understand how the word is used.
2. Show the students a word search puzzle. Let them search for as many words as possible in the puzzle. You may place the words horizontally, vertically, diagonally and perhaps even backwards if you want to make the puzzle more challenging. If they still cannot find some of the words, give them clues such as the definition of the word to help them along in their search.
3. Write the words on the board. You may want the students to form sentences using the words found.

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

1. Let the students complete **Exercise 82 – 84 of Learning Vocabulary Workbook 4, pages 119 – 124** on their own.
2. Facilitate the students' learning by walking around to check their answers.

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

1. Divide the class of students into groups. Give each group a set of blocks and a set of word cards which they cannot turn over until the game starts. Give a signal to start the game. A group member has to turn over the word card at the top of the stack and give his group clues on what the word is. He cannot spell out the word or give any clues related to the spelling of the word. He may pass the word and go on to the next word if necessary but he must go back to the word again. If his group members can guess three words, he may place a block in the centre of the group and the next group member gets a chance to play. Each group member only has one and a half minutes for his turn. The group that forms the tallest building with the blocks first wins.
2. You may want to give a small prize to the winning group or groups.

### **Optional Activities**

1. Ask the students to complete **Exercise 85 and 86, pages 125 – 128** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Let the students design a film poster. Tell them that the film is either about animals at a zoo or about a strange incident out at sea. Refer them to **Exercise 82 or 84** for ideas. Encourage them to use the words or sentences in the exercises to write about the film.
4. Let them share their posters with the class.
5. You may want to pin their work on the 'Writer's Wall'.