

Theme: Who are You? (2)

Focus: Specific Word Groups – People

Lesson Objectives

Students are able to

1. identify different types of people,
2. complete sentences using names of people.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 6
2. Picture cards of people related to **Exercise 4 – 10**
3. A crossword puzzle for the whole class

Introduction / Warm-up Activity (5 min)

1. Show the students the picture cards of the people found in **Exercise 8 – 10**. Get them to identify who these people are. If they are unable to name the people, give them clues by discussing what the people are doing in the picture. Alternatively, you may want to give them the first letter of the word and let them figure out the word.
2. Repeat this activity as many times as possible.
3. You may want to include picture cards of people whose names they learnt in the previous lesson.

Lesson (10 min)

Specific Word Groups – People

1. Go through the names of people in **Exercise 8 – 10** with the students. Explain any words that they may not understand.
2. You may want the students to write the names of the people and their definitions in a vocabulary book.
3. To facilitate understanding, you may want to group the names of the people used in the exercises when explaining the words to the students.
4. You may want to explain words that are not found in the exercises but are related to the words used in the exercises (especially if they could be useful to the students). For example, when explaining the word 'spouse', ask the students if they know what word is used to refer to brothers and sisters.

5. Highlight also words that the students might be unfamiliar with in the local context.

Example:

- constable

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 8 and 9 of Learning Vocabulary Workbook 6, pages 8 – 9** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Paste a crossword puzzle on the board so that the whole class can see it. Encourage them to use clues from the sentences to figure out the answers.
2. Introduce techniques that are useful when completing crossword puzzles to the students such as writing those answers that one knows and using the letters given as clues to help solve the more difficult words.

Optional Activities

1. Ask the students to complete **Exercise 10, page 10** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want the students to go through all the words learnt in **Exercise 4 – 10** and get them to pick out words that have negative or positive connotation as well as those that are neutral. Get them to come up with reasons for grouping these words as such.
4. Get them to share their work with the class and discuss why these words have been grouped in such a way.