

**Theme: Changing Words (2)**

**Focus: Specific Word Groups – Word Forms**

### Lesson Objectives

Students are able to

1. identify the various forms of a word,
2. complete sentences using the correct form of the words.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 6
2. A recording clip of people saying sentences with mistakes in some of them
3. Sets of three words each (Have enough for each pair in the class.)

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

1. Let the students listen to the recording. It could be a dialogue between people. After the recording, get them to identify the mistakes in the recording.
2. You may want to write the root words of the words that were mistakenly read on the board.

### Lesson (10 min)

#### Specific Word Groups – Word Forms

1. Go through any of the words found in **Exercise 34 – 37** that the students might be unfamiliar with.
2. Using the different parts of speech, explain how the different forms of the words are used.
3. Repeat this activity as many times as possible.
4. You may want to give the students a specific form of a word and get them to construct sentences using the words.

### Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 34 – 36 of Learning Vocabulary Workbook 6, pages 36 – 38** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### Additional Activities / Closure (15 min)

1. Divide the class into pairs. Give each pair three words. Instruct them to write out the different forms of each word in separate columns by labelling them according to the different parts of speech. Then get them to exchange their list with another pair. Each pair must then form a sentence for each of the words from the other pair.
2. Let them share their sentences with the class.
3. You may want to pin the sentences on the 'Writer's Wall'.

### Optional Activities

1. Ask the students to complete **Exercise 37, page 39** 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 write down the different forms of the words learnt during the lesson in their vocabulary book.
4. Conduct a spelling bee test for useful words during the next lesson.