

Theme: Changing Words (3)

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 label of a product with details on the direction of its use
3. Word cards with one word from **Exercise 29 – 42** on each of them (Have enough for a class activity.)

Introduction / Warm-up Activity (5 min)

1. Show the students the back of a product such as a bottle of shampoo or a cake mixture. Get them to read the directions for use. Get them to pick out the words that can be used in other forms.
2. Write these words on the board. Include other forms of the words that the students are unable to come up with.

Lesson (10 min)

Specific Word Groups – Word Forms

1. Go through any of the words found in **Exercise 38 – 42** that the students might be unfamiliar with.
2. Play the game ‘Hangman’ with the class. After they have guessed each word, let them tell you the different forms of the words.
3. You may want to write all the words on the board and get the students to provide you sentences for some of the words when the Hangman game is over.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 38 – 40 of Learning Vocabulary Workbook 6, pages 40 – 42** 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 groups. Using the words from **Exercise 29 – 42**, get a student from each group to select a word card from a bag. Then let him say a different form of the word and construct a sentence using that form. The students who are correct score points for their group.
2. You may want to make the game more challenging by having the students write the words and the sentences on the board.
3. Give a small prize to the winning group(s).

Optional Activities

1. Ask the students to complete **Exercise 41 and 42, pages 43 – 44** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Get the students to search for products in their homes and read the instructions on them. Get them to identify any words that were not covered during the Warm-up Activity and share them with the class.
4. Alternatively, you may want them to come up with their own product. They could advertise the product and provide the necessary information to potential buyers on the poster. They should include words that come in different forms.
5. When sharing their posters with the class, they should highlight these words and point out their different forms.