

**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 6
2. Word cards with a word on each of them to form common expressions
3. A list of onomatopoeia words
4. Short passages (Have enough for each group in the class.)

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

1. Call on three students to the front of the class. Give each of them several word cards. Get each student to arrange the word cards to form four to five common expressions that are found in **Exercise 87 – 91** and other common expressions.

**Examples:**

- ‘attract my attention’, ‘few strokes of the brush’, ‘under the scorching sun’, ‘heart throbs with excitement’, ‘scrambled to safety’
2. Repeat this activity as many times as possible.
  3. You may want to give each group a time limit to arrange the words.

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

1. Explain any difficult words in **Exercise 87 – 91** to the students. Highlight the spelling of certain words.
2. You may want the students to write the words in their vocabulary books.
3. Go through sound words used in **Exercise 91**. Encourage the students to learn these sound words and use them in their writing. Explain how sound words can enhance their writing.
4. Introduce other appropriate sound words to the students to learn. Get the students to construct sentences with them.

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

1. Let the students complete **Exercise 87 – 89 of Learning Vocabulary Workbook 6, pages 110 – 114** 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. Show them a set of words on the board. Give each group a short passage and get them to use the word cards to complete the passage. Give them a time limit. The group that completes the passage first, shows it to you and has all the answers correct will be given another short passage to complete.
2. The group that completes the most number of passages correctly when the time limit is up wins.
3. You may want to give a small prize to the group(s) that completes the most number of passages correctly.

### **Optional Activities**

1. Ask the students to complete **Exercise 90 and 91, pages 115 – 116** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Give the students a list of words from **Exercise 87 – 91** to learn for a spelling bee test. Get them to use the spelling words to form either individual sentences or a short story.