

Theme: Let's Categorize**Focus: Specific Word Groups – Classification****Lesson Objectives**

Students are able to

1. identify words that belong in a list of categories,
2. select the correct categories for given sets of words.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 3
2. A list of words or pictures that belong to the different categories in **Exercise 6 – 8** of Learning Vocabulary Workbook 3
3. Cards with a word that belongs to one of the categories in **Exercise 6 – 8** on each card
4. Cards that show the categories in **Exercise 6 – 8** on each card
5. Coloured paper

Introduction / Warm-up Activity (5 min)

1. Show the students a list of words or picture cards and a set of categories. Get them to place the words or pictures in the correct categories.
2. Repeat this activity as many times as possible. You may want to ask them to spell the word for the pictures shown on the cards.
3. Elicit from the students more words (those which are either not shown on the picture cards or word cards) that belong to each category.

Lesson (10 min)**Specific Word Groups – Classification**

1. Explain what the words 'classify' and 'categories' mean. Go through some of the categories used in **Exercise 6 – 8**. Focus on confusing words such as 'cutlery', 'utensils', 'tools' etc.
2. You may want to give the students a set of items and ask them for the category they would place them under. Alternatively, you may give them a list of categories and get them to identify the one that best fits the set of items.
3. Provide as many sets of items as possible for practice.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 6 and 7 of Learning Vocabulary Workbook 3, pages 11 – 12** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Give each student a word card. After that, place a set of cards with the names of different categories strategically around the class. When you say the word 'go', the students must stand in front of the correct categories as quickly as possible. Give them a time limit.
2. Go through one category at a time. Get each of the students to read out the word card that they are holding. Check with the class that everyone is standing in the correct place.

Optional Activities

1. Ask the students to complete **Exercise 8, page 13** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Give out coloured paper to the students. Get them to draw a shape to represent a category on the paper and write the names of things that belong in that category. For example, they could draw any insect and cut it out. Then they can write the names of all the insects they can think of on the cut-out they have made.
4. You may want to allocate the categories that the students should focus on so that there will not be too many repeated categories.