

Theme: Making Inferences (3)**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 5
2. A dialogue with main verbs missing
3. A list of main verbs that can be used to complete (2)
4. Different scenarios with you in the stories
5. Word cards with a feeling word to describe (4) on each of them
6. Sets of words (Have enough for each pair in the class.)

Introduction / Warm-up Activity (5 min)

1. Show the students a set of words that can be used as the main verb in direct speech.
Examples:
 - ‘complained’, ‘replied’, ‘agreed’, ‘argued’
2. Show the students a dialogue and get them to complete it using those words.

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

1. Let the students role-play the dialogue in the Warm-up Activity. Go through any words that the students are unfamiliar with or find confusing. Ask them if there are other words that can be used to replace those words in the dialogue.
2. Play a feelings game with the students. Give them a scenario with you in the story and ask them how you are feeling. Show them three word cards to select the correct feeling word.
3. Repeat this activity as many times as possible.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 69 – 71 of Learning Vocabulary Workbook 5, pages 87 – 92** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the students into pairs. Give each pair several words and get them to weave a story using the words. Encourage them to be as creative as possible.
2. Let them share their stories with the class.
3. You may want to pin their stories on the 'Writer's Wall'.

Optional Activities

1. Ask the students to complete **Exercise 72, page 93** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Encourage the students to look up more examples of homophones. Let them write sentences using these homophones and share them with the class.
4. You may want to pin these sentences on the 'Writer's Wall'.