

## Theme: The World of Science

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Connectors of reason</li> <li>Articles (2)</li> </ul>	<ul style="list-style-type: none"> <li>Word meanings</li> <li>Prefixes 'sub', 'trans', 'fore' and 'inter'</li> </ul>	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

### Lesson Objectives

Students are able to

- understand the meanings of words,
- use prefixes such as 'sub-', 'trans-', 'fore-' and 'inter-',
- write a story based on pictures using guiding questions and helping words.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 4
- Word cards (refer to the words in the box on [page 84](#))
- A skit of two people having a conversation (The words used in their conversation should contain the underlined words found on [pages 84 – 85](#). These words should also be underlined in the conversation.)
- Visualizer projector
- Powerpoint slides with pictures showing the answers to the question found on [page 85](#)
- 10 sentences with underlined words in them and 10 words that are used to replace the underlined words

### Introduction / Warm-up Activity (10 min)

- Prior to the lesson, get two students to practise a skit. Then, tell the class to watch the skit and observe what the speakers say. Let the students know that you will be asking them at the end of the skit what they understand from the conversation that has taken place.
- At the end of the skit, elicit from the students what they observed about the conversation between the two student actors.

#### Example:

- Each person used a string of words that they can probably have replaced with one word. Discuss with them what the conversation was like when the speakers were talking to each other in this way.

### Lesson (20 min)

- Place the piece of paper with the conversation used by the student actors on the visualizer projector. Reiterate the point that the students and you have brought up in the earlier discussion about the choice of words that the speakers have used in the skit. Go through the sentences that have the underlined words, one at a time. Elicit from the students a single word that can replace

the underlined words. As the students provide the answers, show them the correct word cards and stick them on the whiteboard.

2. After going through all the sentences in the conversation, turn off the visualizer projector. Bring to the students' attention the word cards on the whiteboard. Get them to read the words after you. Explain to the students the meanings of each word. Then, get them to construct sentences using the words on the whiteboard. Write the students' sentences on the whiteboard. Ensure that the context for the sentences that are constructed by the students is different from the earlier conversation.
3. Next, show the students some powerpoint slides which have pictures. Get the students to give you the word that correctly describes each picture. For instance, have a picture of a girl looking out of a glass window saying, "I can see the garden outside." Then, ask the students why it is possible for the girl to see the outside. Get them to use the word 'transparent' to refer to the glass window. Then, click on the powerpoint slide to reveal the answer. Do the same for the other 7 slides.
4. At the end of the powerpoint slides, show the students the list of 8 words that they have given for all the pictures shown on the slides. Show the prefixes in each of the words in a different colour. Explain to the students that these are called prefixes and they are letters that come at the beginning of a root word.
5. Explain the prefixes shown in each word to the students. Point to the words 'transparent' and 'transport'. Let the students guess what the prefix 'trans-' mean. Tell the students that 'trans-' means 'across'. Get them to think of other words with the prefix 'trans-'. Write the students' answers on the whiteboard.

**Example:**

- transfer, transatlantic, transform

6. Point to the word 'subdivided'. Let the students guess what the prefix 'sub-' means. Tell the students that 'sub-' means 'below or under'. Get them to think of other words with the prefix 'sub-'. Write the students' answers on the whiteboard.

**Example:**

- subway, submerge, submarine

7. Point to the words 'foresight' and 'foretell'. Let the students guess what the prefix 'fore-' means. Tell the students that 'fore-' means 'before'. Get them to think of other words with the prefix 'fore-'. Write the students' answers on the whiteboard.

**Example:**

- foreword, forerunner, forecast

8. Point to the words 'interview', 'international' and 'interact'. Let the students guess what the prefix 'inter-' means. Tell the students that 'inter-' means 'between or among'. Get them to think of other words with the prefix 'inter-'. Write the students' answers on the whiteboard.

**Example:**

- interchange, interstate, intertwine

### **Additional Activities / Closure (15 min)**

1. Put the students into pairs. Show the students 10 words and 10 sentences with underlined words in them on the visualizer projector. Get the students to match each word to the underlined word in the sentence. Discuss with the students the answers after they have matched each word to a sentence.

2. Tell the students to turn to **pages 84 – 85**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

### Homework

1. Ask the students to complete **page 88** as homework. Read the instructions given on **page 88** with the students. Get them to underline the important words in the instruction that they have to pay attention to in their writing. Elicit ideas from the students how to go about writing their composition. You may want the students to suggest some titles they can use for their writing.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

### Optional Activity

1. Put the students into groups of 5. Get them to do research on an experiment that they can do to show the class. Remind the students that the experiment must be safe to do and require no use of chemicals. Encourage them to write in detail the things they need for the experiment, the objective of the experiment, the procedure, and the conclusion after conducting the experiment. They have to present their work in front of the class.