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SPEAKING: Sentence Completion

Say: Look at the words above the picture. Read them silently as they are read out loud. Then look at the picture and finish the sentence. Use the picture to help you choose your words.

Say: Tomorrow is recycling day...

6. Tomorrow is recycling day...



Extension Activity

1. Write the word *recycle* on the board. Ask students if they know what this word means (*to reuse or to change in some way to use for another purpose*). Briefly discuss why recycling is important and remind students of any recycling that is done in your school.
2. Underline the prefix *re*. Ask students what other words they know that begin with the prefix *re* (*return, remark, remake, reform, renew, rewrite*). Write these words on the board.
3. Ask students what, based on words that include the prefix, they think *re* means (*again or back*).
4. Underline the base word *cycle*. Point out that the word *cycle* has several meanings in English. Ask students to give the meanings (*a series of events that happens over and over like the seasons and months in a year; a vehicle with two or three wheels*). Ask what idea these meanings have in common (*a circular motion*).
5. Discuss the idea of recycling things and how that is different from simply throwing away things as trash.

Objective: Students will acquire new vocabulary.

ACTIVITY: Pantomime Time

Brief sessions of exaggerated pantomime activity will be fun for beginning, intermediate, and advanced students. Providing opportunities for English language learners to associate body movements with English vocabulary helps them to acquire new words. Engage them every day or two in the following Pantomime Time activity.

Write the word *pantomime* on the board. Ask students what the word means. (to act out without words) Have students identify the words parts that are combined to make this word. (panto- from Greek *pan*, meaning all; mime, also from Greek, meaning imitator)

1. Have the students stand up. Give the action command, “Clap!” Begin clapping and encourage students to mimic you.
2. Proceed with other commands: hop, stomp your feet, slap your elbow, shake your hands, bat your eyelids, frown, smile, chew, stretch up, bend over, crawl, wiggle your nose, hold your knees, and so on.
3. When students are very familiar with many words and actions, invite students to lead the class in Pantomime Time, adding new phrases and pantomimes.

Objective: Students will use context to determine the meaning of multiple-meaning words.

ACTIVITY: Homograph Dictionary

1. Write the following words on the board: *bat, fair, light*. Ask students if they know more than one meaning for the word *bat*. (to hit; to wink; to take a turn at bat in baseball, to make an average batting score in baseball; a stick used in baseball to strike the ball) Have students work in pairs to generate sentences using the word *bat* in its various meanings.
2. Introduce the word *homograph*. Explain that this term is used to describe words that have the same spelling but different meanings. Point out that the word *homograph* comes from two Greek words: *homos* meaning “same” and *graphein* meaning “to write.”
3. Have students work in small groups with dictionaries to find the meanings of the following homographs: *fair, light, bank, bow, close, content, dove, lead, live, nail, object, present, project, refuse, sewer, sow, and tear*. Assign two or three words to each team. Have students write the different meanings for each word, illustrate each meaning, and write an original sentence showing how each meaning is used. Point out that their sentences need to provide enough context for the reader to know which meaning is being used.
4. Have groups share their results. Compile their work as an “Illustrated Homograph Dictionary” and display it in your classroom library.