

## PREFIXES

**1. Class Description:** The class consists of 05 female Grade 10 students between the ages of 14 and 15.

**2. Lesson:** Prefixes

**3. Time:** 02 hours

**4. Goal:** identify words with prefixes and determine their meaning.

**5. Objectives:**

By the end of the lesson students will be able to:

- a. complete sentences using prefixes.
- b. Identify and classify words with prefixes.
- c. demonstrate understanding of spelling prefixes
- e. Improve speaking skills and pronunciation.

**6. Material and Equipment needed:**

- a. Pupil's Book and Writing Book
- b. word cards
- c. Online screen
- d. work sheet

**7. Teaching Techniques:**

- a. Activities
- b. games
- c. Discussion
- d. Evaluation

**8. Procedure:**

Time	Activity	Interaction	Skill
10mins	<u>Lead – in</u> <ul style="list-style-type: none"> <li>Ask students what are the meanings of 'do' and 'redo'.</li> </ul>	T-Ss Ss-T	Speaking
10mins	<ul style="list-style-type: none"> <li>Explain them 'do' means that performing something or it is an action and 'redo' means perform an action again.</li> </ul>	T-Ss	

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10mins	<ul style="list-style-type: none"> <li>Explain them the word 're' as a prefix.</li> <li>Ask the students to write down the prefixes they know. Eg. dis, un, re, over, im, and pre</li> </ul>	T-Ss	
10mins	<u>Session 1</u> <ul style="list-style-type: none"> <li>Discuss the meanings of the prefixes with the students. Eg. im- means not re- means again</li> </ul>	T-Ss Ss-T	Speaking
10mins	<ul style="list-style-type: none"> <li>Ask the students to write down 5 examples for each prefix.</li> </ul>		
10mins	<u>Activity 1</u> <ul style="list-style-type: none"> <li>Give a worksheet to the students and ask them to complete it. (<i>Appendix 1</i>)</li> </ul>	T-Ss	
5mins	<ul style="list-style-type: none"> <li>Discuss the answers in the classroom.</li> </ul>		
15mins	<u>Activity 2</u> <ul style="list-style-type: none"> <li>Give an activity to the students to make real words by adding prefixes to the words and fill the blanks in the given passage. (<i>Appendix 2</i>)</li> </ul>	T-Ss	
5mins	<ul style="list-style-type: none"> <li>Discuss the answers in the class.</li> </ul>		
25mins	<u>Fun game</u> <ul style="list-style-type: none"> <li>Show cards containing prefixes. (<i>Appendix 3</i>)</li> <li>Each student has to quickly say a word by using that prefix.</li> <li>If a student couldn't say an answer he/ she loses marks.</li> </ul>	T-Ss Ss-Ss Ss-T	Speaking

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	<ul style="list-style-type: none"><li>At the end the students who scores more will be the winner.</li></ul>		
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### Appendix 1

Change the words using the prefixes from the box so that they have a negative meaning.

**DIS- IL- IM- IN- IR- MIS- UN-**

- |                         |                        |
|-------------------------|------------------------|
| 1. correct - _____      | 2. adequate - _____    |
| 3. rational - _____     | 4. like - _____        |
| 5. fashionable - _____  | 6. attractive - _____  |
| 7. trust - _____        | 8. limited - _____     |
| 9. certain - _____      | 10. guide - _____      |
| 11. polite - _____      | 12. acceptable - _____ |
| 13. believable - _____  | 14. fair - _____       |
| 15. behave - _____      | 16. obedient - _____   |
| 17. even - _____        | 18. logical - _____    |
| 19. personal - _____    | 20. continue - _____   |
| 21. regular - _____     | 22. honest - _____     |
| 23. competent - _____   | 24. legal - _____      |
| 25. qualified - _____   | 26. possible - _____   |
| 27. lock - _____        | 28. perfect - _____    |
| 29. responsible - _____ | 30. agreeable - _____  |
| 31. understand - _____  | 32. connect - _____    |
| 33. avoidable - _____   | 34. complete - _____   |
| 35. accurate - _____    | 36. welcome - _____    |
| 37. mature - _____      | 38. conscious - _____  |
| 39. patient - _____     | 40. cover - _____      |

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Appendix 2

Make as many real words as possible by adding the prefixes dis-, non-, re-, or un- to the beginning of the words.

base word	Dis-	Non-	Re-	Un-
Read				
Use				
Agree				
Safe				
Like				
Plug				
stop				

Use the words from the chart to fill in the blanks in the following sentences.

Prince Brat was always playing jokes on the people at the castle. He worked \_\_\_\_\_ to devise tricks that would upset the guests. He would never \_\_\_\_\_ the same tricks. The guests in the palace began to \_\_\_\_\_ the young prince because they did not like having tricks played on them.

Prince Horace and Jemmy would often \_\_\_\_\_ about Jemmy's behavior during the whipping. The prince wanted Jemmy to howl, but Jemmy refused to utter a sound.

The Prince would not study the lessons the tutor assigned to him. He left all his textbooks \_\_\_\_\_. His books would even grow dusty from their \_\_\_\_\_. Jemmy, on the other hand, would \_\_\_\_\_ the lessons until he learned to read, write, and do sums

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### Appendix 3

IM

IL

DIS

IN

IR

MIS

UN