

## 2.4.1 Ations

### Suggested Activities


**Level:** S2

- Materials:**
- Activity Sheet (p.66), which contains an incomplete poem *Ations*, adapted from a poem of the same title written by Shel Silverstein
  - An audio clip of the poem *Ations* (Track 7 on the CD-ROM)

- Objectives:**
- Language-arts-related
- Adding lines to a poem by following the pattern that has been established in previous lines
- Language-related
- Understanding the use of the conditional structure “If (the simple present tense), that’s ... ” to present an explanation
  - Understanding the use of the suffix “-ation” to form nouns
- Phonics-related
- Identifying words that rhyme with “-ation”

**Summary of the activities:** Students read a poem entitled *Ations* and identify words that end with the suffix “-ation”. They then work out the meanings of these words before they compose four lines following the language patterns used throughout the poem.

Sharing learning intentions	
<b>Step 1</b>	Introduce the objectives of the activities.
Introducing the subject	
<b>Step 2</b>	Write the title of the poem to be read (i.e. “Ations”). Invite Ss to make a guess on the meaning of “Ations”. Tell Ss that the poem is about words that contain the suffix “-ation”.
Focusing on vocabulary building and phonics	
<b>Step 3</b>	Give out the Activity Sheet on p.66, which contains the poem <i>Ations</i> . Ask Ss to underline all the words that end in “-ation”. ( <i>salutation, consideration, conversation, communication, altercation, reconciliation, cooperation, civilisation, exaggeration</i> )

<b>Step 4</b>	Have Ss work out the meaning of the underlined words using the available semantic clues. (e.g. “salutation” means “saying ‘hi’ when meeting with someone”; “conversation” means “talking a while”; “reconciliation” means “apologising”)
<b>Step 5</b>	Introduce the conditional structure “If (the simple present tense) ..., that is ...” and elicit from students the function it performs in the context of this poem.
<b>Step 6</b>	<p>Ask Ss to trace the stem of each of the underlined words. Tell them to confirm their answers with the help of a dictionary. (<i>salutation</i> ← <i>salute</i>, <i>consideration</i> ← <i>consider</i>, <i>conversation</i> ← <i>converse</i>, <i>communication</i> ← <i>communicate</i>, <i>reconciliation</i> ← <i>reconcile</i>, <i>cooperation</i> ← <i>cooperate</i>, <i>civilisation</i> ← <i>civilise</i>, <i>exaggeration</i> ← <i>exaggerate</i>) Explain the exception, “altercation”, which does not have a verb form.</p> <p>Have them explain how the suffix “-ation” changes the part of speech of the words it is attached to. (“-ation” turns a verb into a noun)</p>
<b>Step 7</b> 	Read out the poem or play the recording of the poem on the CD-ROM (Track 7). Highlight the regularity of the pronunciation of the suffix “-ation”. Explain to Ss “-ation” is made up of the “long a” sound, the consonant-and-vowel digraph “-ti-”, the schwa and the consonant “n”.
<b>Focusing on writing</b>	
<b>Step 8</b>	Elicit from Ss other nouns that are suffixed with “-ation”. Write Ss’ suggestions on the blackboard. Have them explain the meaning of their suggested words. Demonstrate to Ss how the meanings of the words can be explained in the conditional structure introduced in Step 5.
<b>Step 9</b>	Tell Ss to add four lines to the poem in the designated space. Remind Ss that the four lines should follow the language pattern in other lines and the second and the fourth lines should end with a noun with the suffix “-ation”.
<b>Consolidating understanding of the suffix “-ation”</b>	
<b>Step 10</b>	When Ss are ready, nominate a few students to read their lines out and ask them to pause just before they reach the word ending in “-ation”. Have the class make guesses about what the nouns are.
<b>Reviewing progress</b>	
<b>Step 11</b>	Guide Ss to reflect on what they have learnt, with reference to the objectives of the activities.

## Activity Sheet

Use your own ideas to complete the poem following the language patterns as in the other lines.

### *Ations*

If we meet and I say, "Hi,"

That's a salutation.

If you ask me how I feel,

That's consideration.

If we stop and talk a while,

That's a conversation.

If we understand each other,

That's communication.

If we argue, scream and fight,

That's an altercation.

If later we apologise,

That's reconciliation.

If we help each other home,

That's cooperation.

\_\_\_\_\_,

\_\_\_\_\_.

\_\_\_\_\_,

\_\_\_\_\_.

And all these ations added up

Make civilisation.

(And if I say this is a wonderful poem,

Is that exaggeration?)

Adapted from: Silverstein, S. (1981). *A Light in the Attic*. New York: HarperCollins.

*Ations*

If we meet and I say, "Hi,"

That's a salutation.

If you ask me how I feel,

That's consideration.

If we stop and talk a while,

That's a conversation.

If we understand each other,

That's communication.

If we argue, scream and fight,

That's an altercation.

If later we apologise,

That's reconciliation.

If we help each other home,

That's cooperation.

If I don't have to go to school,

That's a vacation.

If you like this poem,

That's appreciation.

And all these ations added up

Make civilisation.

(And if I say this is a wonderful poem,

Is that exaggeration?)