

**Theme: Buddy Up!****Focus:**

Grammar	Vocabulary	Comprehension	Writing
The verb 'have'	Synonyms (adjectives)	Answering questions based on a visual text	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. use synonyms (adjectives),
2. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 6
2. Word cards (Refer to the underlined words on page 133.)
3. Picture cards of people showing different expressions
4. Bags (Have enough for each group.)
5. Small word cards with 25 synonyms (Ensure that there are at least 3 – 4 synonyms for each word.)
6. Game board with a grid 5 x 5 (In each vertical column, write an adjective in each box. Ensure that the words in each column are more difficult as it progresses from the left to the right. Allocate 10 points for words in the 5th column, 8 points for the words in the 4th column, 6 points for the words in the 3rd column, etc.)

Introduction / Warm-up Activity (10 min)

1. Show the students a picture card of a person feeling sad. Tell the students that the person is feeling sad. Show the word card 'sad' and stick it below the picture card. Elicit from the students a variety of words that have a similar meaning to 'sad'. Draw lines extending from the word card 'sad' and write the other words.

Example:

- depressed, melancholic, despondent, distressed

Lesson (20 min)

1. Read the words that the students have come up with that have similar meaning to the word 'sad'. Explain to the students that the words are called synonyms.
2. Then, show the students the other picture cards, one at a time and stick them on the whiteboard. Next, show them the word cards. Get the students to read the words on the word cards. Get the students to volunteer to come to the front of the class and match the word cards to the correct

picture cards. Let the students stick the word cards to the corresponding picture cards on the whiteboard.

3. For each of the word cards, get the students to think of similar words or synonyms. In the same way, draw lines that extend from the word card and write the students' responses on the whiteboard.

Additional Activities / Closure (15 min)

1. Get the students to form groups of threes. Give each group a bag with the small word cards in them. Tell the students to group the word cards with similar meanings together. After that, discuss and check with the students the words that they have grouped.
2. Tell the students to turn to **page 133 of Learning English Workbook 6**. 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 138** as homework. Study the pictures with the students. Get them to come up with the vocabulary to describe the pictures. Write the words on the whiteboard. Go through the guiding questions. Elicit ideas from the students how to go about writing their story. Remind the students that they do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Prepare a game for the students to play in groups. Tell the students each group is given a chance to pick a box in the game board. In each box is a word which they have to provide a synonym for. Explain to the students that the boxes with the most number of points are in the last column and they are words which are the most difficult. In order for their group to emerge the winner with the most number of points, they have to choose the boxes carefully. Indicate to the students that each group will take turns to choose a box. If they cannot give the answer, the box is then given to the next group to answer for the same number of points allocated to the box. If the next group is not able to answer, the box is forfeited and the game continues. The group with the most number of points is the winner.