

Theme: We Are the Same (1)**Focus: Specific Word Groups – Words with Similar Meanings****Lesson Objectives**

Students are able to

1. identify words that are similar in meaning,
2. replace words in sentences with other words that are similar in meaning.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 6
2. Word cards with a sentence on each of them
3. Pairs of words that are similar or dissimilar in meaning
4. Word cards with a word on each of them
5. Scenarios for story writing (Have enough for each group in the class for Optional Activity.)

Introduction / Warm-up Activity (5 min)

1. Invite several students to the front of the class. Get each of them to read a sentence that you have prepared. The sentences use synonyms but one of them is the odd one out. Elicit from them the sentence that is the odd one out.

Example:

- I think the crabs are delicious.
- These crabs are tasty.
- The crabs I ate last night were scrumptious.
- These crabs are bland.

The sentence with the word 'bland' is the odd one out.

2. Repeat this activity as many times as possible using the words found in **Exercise 18 – 22**.
3. You may want to provide each student with a different set of words.

Lesson (10 min)

Specific Word Groups – Words with Similar Meanings

1. Go through the words in **Exercise 18 – 22**. Focus on the options for the questions to ensure that the students understand what the words mean. Provide as many examples as possible to explain the meaning of a word.
2. You may want the students to write the words they have learnt in their vocabulary book.
3. Go through words that are easily confused.

Example:

- The word ‘obstinate’ does not mean ‘naughty’.
4. Show the students pairs of words. In each pair, ask the students if the words are similar or dissimilar in meaning. If the words are dissimilar in meaning, get the students to come up with a word that is similar in meaning for each word.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 18 – 20 of Learning Vocabulary Workbook 6, pages 18 – 22** on their own.
2. Facilitate the students’ learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the class into pairs. Give each pair several words and let them come up with a short paragraph using these words. Get them to underline the words in the story. Then they have to exchange their stories with another pair. They must write a word that is similar in meaning to each underlined word in the story written by the other pair.
2. Let them share their work with the class.

Optional Activities

1. Ask the students to complete **Exercise 21 and 22, pages 23 – 24** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Divide the class into groups. Give each group a scenario that they could use for writing stories. Provide them with ideas on the types of adjectives that they could use and get them to search for as many synonyms as possible. For example, if a group has a scenario about a boy falling ill, they can look for words related to ill, pale, sick, tired, unhappy etc.
4. Let them pin their words on the ‘Writer’s Wall’.