

**Theme: We Are the Same (2)**

**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. Sets of words with one odd word out per set
3. Word cards with a word on each of them
4. A short paragraph (for Optional Activity)

### Introduction / Warm-up Activity (5 min)

1. Show the students sets of words with an odd word out in each set that is dissimilar in meaning to the rest of the words in the set. Get the students to take turns coming up to the front of the class to circle the word that does not belong in each set.
2. You may want to make this activity more interesting by dividing the class into groups and providing different sets of words for each group. Call on one group member at a time and get that student to circle the odd word out for his set. Set a time limit if necessary.

### Lesson (10 min)

#### Specific Word Groups – Words with Similar Meanings

1. Go through the words in **Exercise 23 – 27**. 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 the other options in the questions to ensure that the students are aware of the subtle similarities and differences between the words.

### **Classroom Activities / Assessment (10 min)**

1. Let the students complete **Exercise 23 – 25 of Learning Vocabulary Workbook 6, pages 25 – 27** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Divide the class of students into groups. Place several word cards at the front of the class. Call on a student in each group. Place another word card on the student's forehead without letting him see what the word is. The other group members have to give the student clues so that he will be able to match his word card to one of the words at the front of the class.
2. You may want to set certain rules that will make the guessing of the word more challenging. For example, group members are only allowed to make sentences for the students to figure out what the word on their forehead is.
3. You may also want to set rules to minimize the noise level.
4. Give points to groups that get the answers first. Give a small prize to the winning group(s).

### **Optional Activities**

1. Ask the students to complete **Exercise 26 and 27, pages 28 – 29** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Provide the students with a short paragraph. Tell them a specific number of words to underline in the paragraph and get them to search for suitable synonyms for each of the words.
4. You may want to provide a variety of paragraphs so that not every student will work on the same story.
5. Get them to rewrite the story using the synonyms and pin their work on the 'Writer's Wall'.