

# Synonyms 2a

(Words with similar meanings)

1. big

\_\_\_\_\_

2. small

\_\_\_\_\_

3. old

\_\_\_\_\_

4. new

\_\_\_\_\_

5. hot

\_\_\_\_\_

6. cold

\_\_\_\_\_

7. healthy

\_\_\_\_\_

8. sick

\_\_\_\_\_

9. smart

\_\_\_\_\_

10. stupid

\_\_\_\_\_

11. clean

\_\_\_\_\_

12. dirty

\_\_\_\_\_

13. rich

\_\_\_\_\_

14. poor

\_\_\_\_\_

15. near

\_\_\_\_\_

16. far

\_\_\_\_\_

# Synonyms 2b

(Words with similar meanings)

1. strong

\_\_\_\_\_

2. weak

\_\_\_\_\_

3. expensive

\_\_\_\_\_

4. cheap

\_\_\_\_\_

5. true

\_\_\_\_\_

6. false

\_\_\_\_\_

7. wide

\_\_\_\_\_

8. narrow

\_\_\_\_\_

9. dangerous

\_\_\_\_\_

10. safe

\_\_\_\_\_

11. interesting

\_\_\_\_\_

12. boring

\_\_\_\_\_

13. smooth

\_\_\_\_\_

14. rough

\_\_\_\_\_

15. cruel

\_\_\_\_\_

16. kind

\_\_\_\_\_

## Synonyms 2 (A&B)



Student ability: **Intermediate ~ Advanced**  
Approximate length of lesson: **40+**  
Number of students necessary: **2+**  
Preferred age/maturity: **JHS ~ Adult**  
Type of lesson: **Pair work / Small group activity**

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**Language Target:** Vocabulary development, adjectives, finding synonyms for common opposite pairs.

**Setting Up:** Take one of the words from the worksheet, for example: **sad**. Ask students for some synonyms and write them on the board. They may say, for example:

*depressed*  
*sorrowful*  
*blue*  
*gloomy*  
*disheartened*

Try another word from the list and do the same. **Rich**, for example. Students may say:

*wealthy*  
*well off*  
*money bags*  
*millionaire*

Explain that this lesson is a competition of pairs or groups to try to find as many synonyms as possible for each adjective on the worksheet.

**Getting Started:** Either in pairs or small groups, each student receives a copy of **Worksheet 1A**

and **Worksheet 1B**. Students work together to think of two or three words with similar meanings and write the words on the worksheet.

When students have finished, one representative from each pair or group reads the synonyms, one by one, to the whole class.

The other students write down synonyms that they hadn't written on their own papers. Since there are usually many words which can be considered synonymous for the words on this worksheet, answers may vary quite a lot.

**Variation 1:** As a whole class activity, don't hand out the worksheets at first. Read one word at a time from the list and award points to students who identify a correct synonym.

**Variation 2:** Divide the class into two teams. Before handing out the worksheet, tell students that each team will have the chance to offer only one word.

Their team has to be the first to identify the target word taken from the worksheet. For example, the teacher targets the word **strange** then offers the class a synonym such as: *odd*.

**Team A** may say: *weird* and **Team B** may say: *unusual*. Both answers – while good – do not match the target word **strange**.

The teacher offers another synonym for strange, for example: *abnormal*.

This time **Team A** might say: *peculiar*. **Team B** might say: *strange*.

Since **strange** is the target word from the list, **Team B** gets a point.

The teacher selects another target word from the list, for example **strong** and offers a synonym such as *powerful*.

**Team A** might say **mighty**. **Team B** might say *strong*.

Since **strong** is the target word from the list, **Team B** gets another point.

**Building Fluency:** After the worksheets have been completed, pairs of students ask simple questions such as: *Is it usually warm in July?*

Partners respond with something like: *Yes, it's pretty muggy and balmy.*

Another way to do this is to encourage students reply in the negative form: *Is it usually warm in April?*

Partners respond with something like: *No. In fact it's usually cool and chilly.*

**Writing Practice:** Paragraph swapping. In pairs, students write a short paragraph using some of the words from the list.

They should underline the words from the list that they use in their paragraphs. For example:

**I was really happy last night. But I was also hungry. I could have eaten a horse. I ate two plates of spaghetti and I was so full that... .**

When both students have finished their paragraph, they swap papers and exchange the underlined words for a synonym.

The above paragraph might sound like this: **I was really cheerful last night but I was also famished. I could have eaten a horse. I ate two plates of spaghetti and I was so stuffed that... .**

#### Similar Lessons:

##### Synonyms 1 (A&B)

(Lesson Collection Set #4 – Lesson 4a)

##### Synonyms 1A (Continued)

(Lesson Collection Set #4 – Lesson 4b)

##### Synonyms 1B (Continued)

(Lesson Collection Set #4 – Lesson 4c)

##### Synonyms 2A (Continued)

(Lesson Collection Set #4 – Lesson 4e)

##### Synonyms 2B (Continued)

(Lesson Collection Set #4 – Lesson 4f)

##### Synonyms 3 (A&B)

(Lesson Collection Set #4 – Lesson 4g)

##### Synonyms 3A (Continued)

(Lesson Collection Set #4 – Lesson 4h)

##### Synonyms 3b (Continued)

(Lesson Collection Set #4 – Lesson 4i)

Contributed by Kurt Scheibner