

**Theme: We are Opposites (2)**

**Focus: Specific Word Groups – Antonyms (Opposite Meanings)**

### Lesson Objectives

Students are able to

1. list words that are opposite in meaning to the given words,
2. match words with opposite meanings.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 1
2. A map consisting of different places with connecting roads
3. Instructions to show the route to a place based on the map given in (2)
4. A counter
5. Word cards with words and their antonyms (Refer to **pages 82 – 83** of Learning Vocabulary Workbook 1.)
6. Numbered riddles with clues that contain adjectives (Have enough for each pair in the class.)
7. Small prizes for the winner of the game (for Additional Activities)

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

1. Show the students a map that consists of different places and roads. Tell them that a child wants to get from his house to the library. Use a counter to represent the child. Show them the list of instructions with some words underlined. Tell them that the instructions are wrong and they have to do the opposite.

**Examples:**

- ‘Turn right.’ should be ‘Turn left.’ instead.
  - ‘Walk along the straight road.’ should be ‘Walk along the crooked road.’ instead.
2. Let the students give the correct instructions and select another student to help to move the counter to represent the child to the destination on the map.

## Lesson (15 min)

### Specific Word Groups – Antonyms (Opposite Meanings)

1. Show the students the word cards, one at a time. Place them on the board. Get them to search for the antonyms of those words from a stack of cards and place them side by side on the board as well.
2. Repeat this activity as many times as possible.
3. After the activity, take away some of the words on the board and ask the students if they remember what the antonyms of those words are. Invite them to write the words on the board.

### Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 38 and 39 of Learning Vocabulary Workbook 1, pages 82 – 83** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### Additional Activities / Closure (10 min)

1. Divide the students into pairs. Give each pair a number. Assign a riddle to each pair. Tell them that the underlined words in the riddle are actually the opposite of what they should be.

*Example:*

- 'I am blunt.' should be 'I am sharp.'

Let them work out the riddle and write out the answer. Once they have found the answer, they can come to you to let you know. If they get the answer correct, give them a small prize.

2. Once you have told them that they have the correct answer, let them draw a picture of their answer and colour it.
3. Let them pin the riddle on the 'Writer's Wall'.

### Optional Activities

1. Get the students to write a ridiculous or humorous story about a student's day in school by using the antonyms of adjectives that they would usually use.

*Example:*

- James was a neat boy who had short hair and an ironed uniform. → James was an untidy boy who had long hair and a crumpled uniform.

2. Have the students share their stories with the class.
3. Assign each student two words and get them to come up with an antonym for each word. Let them write the words on cards.
4. Collect all the cards and use them to play an antonym memory game whenever the students have free time.