

Name of activity: Opposites

Short description: students are asked to match the adjectives with their opposite meanings. This can be an extension to 6.6.

Link to curriculum: Grade 7; Unit 6.6

Difficulty level: easy/medium

Time: 15 minutes

Learning outcomes: by the end of this activity:

- Students will have identified the opposite meanings for a group of words (Competency 4; Vocabulary)

Option 1

Lesson plan with:

- ✓ Cut ups

Option 2

Lesson plan with:

- ✓ Worksheets to project (data projector)

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

Link to material:

<http://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/tables>

specifically: *check your vocabulary: matching-opposites*

Option 1: Worksheet

Preparation	<ol style="list-style-type: none">1. Decide whether students are working in pairs or small groups (no more than 3 or 4).2. Prepare the cut ups so each group has one set of words.3. This activity focuses on antonyms – opposites. Prepare a few examples that can be used with the whole class during the introduction – this could be on a white board or on chart paper. For example – hot/cold, new/old, tall/short. Or use the opposites that students have to identify in activity 6.6.
Stage / Time	Procedure
Introduction 5 min	<ol style="list-style-type: none">1. Refer to activity 6.6 where students have to identify the opposite words from the text.2. Review some opposites as a class – either from activity 6.6 or some other examples (see preparation).
Practice 1 10 min	<ol style="list-style-type: none">1. Explain that students will be working with a partner or in a small group to play a matching game. They have to turn over all the cut ups and take turns to turn over 2 at a time to try and find the opposites. If they find a pair, they get to keep that pair. Everyone continues to have a turn until there are no cards left to turn over. The winner is the person with the most pairs. If one pair/group finish before the others, they can play again.2. As students make a start, monitor and take note of any particular words/opposites that are common problems.3. When the majority of students have finished, bring the class back together for feedback.4. Review any issues that you noticed when monitoring the class.
Variations	<ol style="list-style-type: none">1. If more support is needed, one set of words can be printed on white paper, and their opposites can be printed on a different coloured paper. Students can then pick one word from one colour and try and find the opposite by picking a word on the different coloured paper.2. Students could also do this individually, and then work with a peer to check each other's before coming back as a class.3. Students think of other opposites to make their own cut ups for someone else to complete.

Cut Ups

easy

small

large

dry

outgoing

interesting

near

far

urban

shy

wet

difficult

wide

freezing

boring

generous

boiling

narrow

mean

rural

Option 2: Data Projector

Preparation	<ol style="list-style-type: none">1. Prepare the data projector with worksheet.2. Decide how you will group your students into 2 teams.3. This activity focuses on antonyms – opposites. Prepare a few examples that can be used with the whole class during the introduction – this could be on a white board/electronic white board or on chart paper. For example – hot/cold, new/old, tall/short. Or use the opposites that students have to identify in activity 6.6.
Stage / Time	Procedure
Introduction 5 min	<ol style="list-style-type: none">1. Refer to activity 6.6 where students have to identify the opposite words from the text.2. Review some opposites as a class – either from activity 6.6 or some other examples (see preparation).
Practice 1 10 min	<ol style="list-style-type: none">1. Explain that students will be working in a team and each team will get a turn to identify a matching pair of opposite words. They can discuss it with their team, and nominate someone to go to the white board and draw a line or identify the opposites.2. As students make a start, monitor and take note of any particular words/opposites that are common problems.5. When the teams have finished, the winning team is the one with the most correct matching pairs of opposites.6. Review any issues that you noticed when monitoring the class.
Variations	<ol style="list-style-type: none">1. Teams can come up with their own opposites for the other team to try and sort out.

Worksheet 1

Match the adjectives in column 1 with their opposite meaning in column 2.

Column 1	Column 2
easy	small
large	dry
outgoing	rural
near	interesting
urban	far
wet	shy
wide	difficult
boring	freezing
boiling	generous
mean	narrow

Option 3: Computer Lab

<p>Preparation</p>	<ol style="list-style-type: none"> 1. Ensure all computers are ready with the link: http://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/tables and the specific activity on that page is: <i>check your vocabulary: matching-opposites</i> 2. Will students be working individually or with a partner? 3. This activity focuses on antonyms – opposites. Prepare a few examples that can be used with the whole class during the introduction – this could be on a white board/interactive white board or on chart paper. For example – hot/cold, new/old, tall/short. Or use the opposites that students have to identify in activity 6.6.
<p>Stage / Time</p>	<p>Procedure</p>
<p>Introduction 5 min</p>	<ol style="list-style-type: none"> 1. Refer to activity 6.6 where students have to identify the opposite words from the text. 2. Review some opposites as a class – either from activity 6.6 or some other examples (see preparation).
<p>Practice 1 10 min</p>	<ol style="list-style-type: none"> 1. Ensure all students have the correct link on the computer. Once they have that link they also need to go to the correct activity ‘check your vocabulary: matching – opposites’ 2. Explain that they will be working through the activity, trying to identify the opposites for each word. When they have matched all words, they can check how many are correct. If there are errors they can make changes. 3. As students make a start, monitor and take note of any particular words/opposites that are common problems. 4. When the majority of students have finished, bring the class back together for feedback. 5. Review any issues that you noticed when monitoring the class.
<p>Variations</p>	<ol style="list-style-type: none"> 1. This activity is part of a web page looking at how tables are useful to record vocabulary. Students could look at the other tables/vocabulary lists and make a list with suggestions for learning and recording new vocabulary.