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| [ ]  Listening [ ]  Speaking [ ]  Reading **X** Grammar [ ]  Writing |
| **Topic: Antonyms** |

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| Instructor:Lydia Kang (LK) | Level:Intermediate(Adult) | Students:7 students | Length:30 minutes |

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| Materials:* Computer with speakers
* Screen to show the PPT
* Powerpoint File
* Antonyms Worksheet (7copies), Crossword Puzzle Worksheet (7copies).
* Whiteboard and board markers
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| Aims:* Main Aim: Ss will be able to develop grammar skills by learning about antonyms by doing different activities.
* Secondary Aim: Ss will be able to improve their interpersonal, verbal and bodily/kinesthetic multiple intelligences by working with peers and using their body.
* Personal Aim: I want to increase STT and teach a “I+1” class.
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| Language Skills: * Listening: Ss will listen to the “opposite” song and sing and move along.
* Reading: Ss will read the antonyms and the sentences from the PPT.
* Speaking: Ss will speak in entire class and discuss with peers and share their stories.
* Writing: Ss will write throughout the prepared post-activity using the antonyms that they learn.
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| Language Systems:* Phenology: "t" sound (bitter, optimist, pessimist, host, present, absent)
* Lexis: new vocabularies from the PPT.

(bitter, optimist, pessimist, host, present, absent)* Grammar: antonyms (opposite meaning words)
* Function: games
* Discourse: playing games & story sharing
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| Assumptions:* Ss have knowledge of grammar from their previous experiences.
* Ss are used to the seating arrangement (4 or 3 people in each table)
* Ss are comfortable working in pairs.
* Ss enjoy learning by playing games as an activity.
* Ss are familiar what ICQ and CCQ is and are willing to participate in answering these questions.
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| Anticipated Errors and Solutions:* If Ss are reluctant to follow along and move their body in the opposite song,
* I will demonstrate in the front of the class so the student will follow me.
* If Ss are reluctant to play the game in front of the class,
* I will divide the group into two to make sure they can help each other in the group so the students will be more comfortable sharing their answers.
* If Ss have trouble solving the worksheets that they are given,
* I will monitor around the class and guide them to solve the worksheet.
* If Ss do not want to participate in discussion or show no interest,
* I will give the student intrinsic motivation by making fun games.
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| References:* SOS activity crossword puzzle generator
* Youtube video – Opposite Songs
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| **Lead-In** |
| Materials: Computer, Powerpoint slides (pg 1 ~ 9), screen |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Entire Class | Answering teacher’s questions (CCQ) | Good afternoon everyone! How is everyone doing this afternoon? Please look at the screen. (Project the PPT slide-pg 2 from the PPT)What do you see on the left?(Expected students answers: Happy)What do you see on the right?(Expected students answers: Sad)Slide pg4What do you see on the left?(Expected students answers: Sit)What do you see on the right?(Expected students answers:Stand)Slide pg6What do you see on the left?(Expected students answers: Big)What do you see on the right?(Expected students answers: Small)Slide pg8What do you see on the left?(Expected students answers: Hot)What do you see on the right?(Expected students answers:Cold)Excellent! CCQ: What do all of these words have in common?(Expected students answers: they are opposite!) |

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| **Pre-Activity** |
| Materials: PPT with Youtube Video, speakers |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Groups | Introduction about the topic antonyms by TPR | Procedures:TPRSlide pg6Now can everyone stand up and sing and dance along?(Play the “Opposite Song” from Youtube)Great job everyone! Please sit down. Slide pg10What is Antonym?(Expected students answers: words that mean the opposite)Great! Today we are going to learn about antonyms. (write “antonyms” on the board) |

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| **Main Activity** |
| Materials: Worksheet #1 (7 copies), Computer, PPT, Speaker |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Entire Class | Students listen to instructions | **1.Playing Antonyms Game**Instructions:We are going to play an antonyms game. The group on the left will be team A and the group on the right will be team B. I will keep the score on the white board. The team who knows the answer, please raise your hand and if you answer correctly, you will get a point. The team who has more points will be the winner. ICQ: Are you working individually or with your group?(Answer: with the group)Powerpoint pg12-pg(Add up the points of Team A and B and find the score)The Team \_\_\_\_ is the winner. Thank you for participating. You all did an excellent job.  |

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| **Post-Activity** |
| Materials: White board, board marker.  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min8min3min | Entire ClassGroupsEntire Class | Students listen to a Teacher’s demonstration of a short story. Discuss and create a short story using the antonymsReview | Now we will create a short story using the antonyms that we learned today. Please look at the screen. Here is the list of the antonyms that you learned. Using these words, you will write a paragraph of your own story. You do not have to use all of these words, but try to use a lot of the words. Before you start, I will share my short story to give you an idea. DemonstrationI was in having a bad day in Seattle and heard the news that Ju and Gina were going to visit me. I was very happy that they will be my guests. They told me they had to bought the airplane ticket that Quatar Airlines sold. I told them to come when it was not cold so they could enjoy the hot weather. It was a sweet news that Claire and Gina were going to be present in Seattle but it was bitter to hear that Mia was going to be absent in the trip because had to take care of her young baby. I am an optimist to believe everyone will visit me soon. Now it is your turn to create a short story. I will hand out the worksheet. Please work in group and create a short story using the antonyms. I will give you three minutes. ICQ: Are you working individually or with your group?(Answer: with the group)ICQ: How many minutes do you have?(Answer: three minutes)You may start now. (Time on stopwatcher.com)MonitoringMonitoring (Quietly walk around the classroom and guide the students)(After three minutes…)Time is up. Could the first group share their story.(Groups take turns in sharing their stories.)Great Job! ConclusionTo wrap up, let’s go over some pronunciations. What were some words with t sounds that we learned today?Sit. (repeat)I want to sit in the chair. Bitter (repeat)The coffee is bitter. Sweet (repeat)The chocolate is sweet. Present (repeat)Claire was present in the class. Absent (repeat)Jenny was absent in the class. (students repeat).Everyone, great job today! Remember all the antonyms that you learned today. Thank you everyone for participating. Class dismissed.  |

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|  **SOS Activity** |
| Materials: Crossword Puzzle Worksheet (7 copies) |
| Time5min2min | Set UpGroupEntire Class | Student ActivityStudents complete the Crossword puzzle worksheets. Students check the answers | Teacher TalkCrossword PuzzleInstructionWe are going to complete the Crossword puzzle. Please work in groups and solve the puzzle together. You will have 5 minutes to discuss and solve the puzzle. I will hand out the worksheet. (Hand out the Crossword worksheet)ICQAre you working in a group or individually?How much time will you have?Monitoring(Walk around and make sure all the students are actively trying to solve the puzzle together)Check AnswersNow I will give you the answer key so you can check the answers.  |