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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Describing your feelings to your partner.** |

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| Instructor:  **Emily Lee** | Level:  **Upper Intermediate** | Students:  **17** | Length:  **40 Minutes** |

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| Materials:   * A picture of heart * Vocabularies and grammars in sentences. * A tape for listening (30sec) * Blank work sheet |

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| Aims:  To encourage the students to improve their listening skills by listening to a dialogue about feelings  Secondary: The students will learn about feelings through worksheet and dictation.  Personal: I want to adjust my speaking clearly to the learners. |

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| Language Skills:  Speaking: Students will have opportunities to talk in pairs.  Listening: Students will listen to 4 different conversations from the tape  Writing: Students will write their own word in sentences  Reading: Students will read new adjectives in the worksheet. |

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| Language Systems:  Lexis: ‘Frustrated’ used in the worksheet  Discourse: None to discuss.  Phonology: L:R sound to be distinguished.  Grammar: Adjectives such as ‘frustrated and depressed’.  Functions: Discussion with T-S, S-S about some adjectives for emotion. |

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| Assumptions:  Students will learn new vocabularies.  Students will write their own words in sentences.  What adjective for different feelings is correct or not.  Students can enjoy their feeling to talk about in class. |

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| Anticipated Problems and Solutions:  Students might be confused with the right answers with a blank sheet about person’s feelings.  Students will try to find a solution with some questions by discussion with the partners.  Students might have unfamiliar words in the dialogue. |

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| References:  www.hakmun.com |

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| **Lead-In** | | | |
| Materials: Board, Maker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3Min | Whole class |  | Good morning class. It is cold outside nowadays. Are you Ok with that? Does anyone have a cold?  Joanne, what is your favorite song?  (She answered) Can you tell me why? Thank you, Joanne.  Anne, if it is raining ,how do you feel? (she answered)  The reasons why? (she answered)  Ok. Thank you for sharing. |

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| **Pre-Activity** | | | |
| Materials: Work sheet for matching words. Picture of heart. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5Min | Whole class  Individually |  | (Eliciting) what can you see this picture? (heart) Yes right. Let’s look at the picture.  (CCQ) (putting a picture of on the board)  Is this a symbol of Love ? (No)  Is this a heart in body? (yes)  Okay. So, today we’re going to listen to the tape for 4 different conversations and you guess how each person feeling and then match the best words in the work sheet.    Please match the words right now .  You will have 2 minutes to complete the worksheet. You’re going to do this individually..  (ICQs) So, what do we do? (Matching the words in the work sheet)  How much time do you have? (2minutes)  Are you working individually? (yes)  Are you working in pairs? (No)  Student presents their work after. |

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| **Main Activity** | | | |
| Materials: Board, papers, makers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10Min | Whole class |  | Okay, I‘ll give you hand outs in 3 different emotion words written already.  In the handout, you will write about a time in the past with those feelings and read the example to your partner in 5min.  Please discuss with your partner to find out the right answers for her feelings making sentence using adjectives and then compare with each other  (ICQs) what are we doing? (writing about a time in the past with the feelings)  How many times do you have? (5min) |

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| **Post Activity** | | | |
| Materials: Blank work sheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10Min | Whole class  Working in pairs  Whole class |  | You need to make your own words in the blank of the paper. You will have 5minutes to discuss with the pairs and assume your partner’s feeling when it comes  (ICQs)  What are we doing? (Filling in the blank )  How much time do you have? (5minutes)  Are you working in pairs? (Yes)  (Explicit instruction) Please don’t start until I say ‘begin’.  (Explicit ICQs) Are you going to start when you get the paper? (No)  Are you going to wait until I say ‘begin’? (Yes)  (hand out the blank papers)  Now, let’s begin.  (Monitoring the students while they’re discussing and writing and help them if they have questions.)  2minutes, 1minutes left .time’s up  Okay. Please share your emotion and speak up to each other. Is there any common between you and your partner?(one or two students answered yes or no)  If any question and no mistakes then I’ll have unscramble I-O-N-E-M-T-O. This concludes for today. Thank you. |