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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: What does he/she look like?** |

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| **Instructor:**  Hannah Han | **Level:**  High beginner | **Students:**  Age 6-8 | **Number of Students:**  8 | **Length:**  30 Minutes |

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| **Materials:**  - White board & color markers  - Flashcard of adjectives to describe the people  - Video clip for ‘What does she look like?’ from YouTube  - 10 different character images for ‘guess who’ activities  - 8 pieces of paper with color pencils/crayons  - 8 sets of matching worksheet (for SOS activities) |

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| **Aims:**  - SWBAT identify an adjective of describing people by watching the video  - SWBAT recognize the adjectives in the sentences by answering the flashcards  - SWBAT use ‘he/she has’ subject-verb agreement by describing their drawing in  the class  - SWBAT write the adjectives with full sentences by describing their families for  a homework |

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| **Language Skills:**  **Listening:** Listen to teacher and other students’ speaking; and video clip  **Speaking:** Describing their own drawing to other Ss  **Reading:** Read the flashcard of adjective to describe the people and matching worksheet  **Writing:** Write the description of their own family for their homework |

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| **Language Systems:**  **Phonology:** Recognize by listening the teacher and other students  **Lexis:** Learn new adjectives to describe people - mustache, wears glasses, bald, long/short hair and etc  **Function:** Ask questions with the adjective and answer in right subject-verb sentences  **Discourse:** Discuss in the class by playing ‘guess who’ activity |

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| **Assumptions:**  Students already know:  - How the class is set up and run  - The teacher’s style of teaching and the pace of the class  - All students know each others well  - How to work together with partners and share their ideas in English |

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| **Anticipated Errors and Solutions:**  Students may not understand the meaning of new adjective  -> Show flashcard and give more example  Students may not able to follow the activities  -> Give more clear instruction and demonstrate it in detail  If students finish their activities earlier than anticipated  -> Share more examples and give SOS activities  If students cannot finish their activities in time  -> Shorten the activity time and select one/two volunteer to present |

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| **References:**   * Describing people (Adjective) lesson plan (n.d.). In ESL Kid Stuff. Retrieved 3 June 2016, <http://www.eslkidstuff.com/esl-kids-lesson-plans.html#.V1BLg5OyNBc> * Adjectives to describe people (n.d.). In busy teacher. Retrieved 3 June 2016, <http://busyteacher.org/10609-teach-distinguishing-between-descriptions.html> * Describing people matching worksheet (n.d.). In anglomaniacy. Retrieved 2 June 2016, <http://www.anglomaniacy.pl/pdf/e6practise.pdf> * ‘What does she look like’ Video clip (n.d.). In YouTube. Retrieved 3 June 2016, <https://www.youtube.com/watch?v=7eJHndmL0SY> |

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| **Lead-In (Greetings and warm up)** | | | |
| **Aims:** SWBAT identify an adjective of describing people by watching the video | | | |
| **Materials:**  - Board and marker  - Video clip for ‘what doe she look like’ | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole  class | Answering the question | Good morning, everyone! How are you today? How is the weather today?(Share with Ss) |
| 3 min | Whole  class | Watching the video and sharing their ideas | **<Eliciting>**   * Who does wear short shirts today? * Do we look like all same? * Who has long hair? * Who has brown eyes?   Now I’ll show you one dialogue called ‘what does she look like’. Let’s watch and find out how they described the person.  (Play the dialogue and share the ideas.)  **<CCQs>**   * Who did they lost at the amusement park? (Rora) * How did they describe Rora to the lady in the information center? |

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| **Pre-Activity (Matching words)** | | | |
| **Aims:** SWBAT recognize and use an adjective of describing people with the flashcards | | | |
| **Materials:**   * Board and color markers * Flashcards and words of adjectives to describe people | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | Whole  class | Answering the questions | Today’s topic is ‘What does he/she look like?’ (Write on the board)  **<Eliciting>**   * Do you know what this question is asking for? * ‘She is nice’, could this be right answer to this question?   This is the question to be answered with the people’s appearance. Such as she has big blue eye or she wears a red dress. Or he has small black eyes with blank hair. (Draw while I’m talking)  Let’s have a look with this flashcards.  (Put the flashcards of tall/short, long/shirt hair, straight/wavy/curly hair, bald, mustache/beard and wear glasses with the sentences.)  (Ask the Ss to match the words with right flashcard) |

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| **Main Activity** | | | |
| **Aims**: SWBAT use the adjectives by describing their drawing to the class | | | |
| **Materials:**   * Board and marker * Piece of paper with color pencils/crayons | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6 min | Whole  class | Drawing a funny body with color pencils / crayons | **<Introduction>**  Now we are going to create a new funny friend together. Please have a piece of paper for each Ss and color pencils or crayons that you can use for your drawing. (Make sure every Ss are ready for the activity.)  Please don't show your drawing to other Ss. First, on the top of the paper, draw a face only. You can draw as funny as you would like and use color for the eyes and hair. It could have long or short hair, or the person could have glasses. (Demonstrate it and give time for Ss to draw their own.)  **<ICQs>**   * Are you drawing all in black? * Are you drawing a body? * Can you discuss with your friends?   If you finish with your face, please write your name next to the face so you can find your own paper later. Now let’s fold it to put your face part behind like this. (Demonstrate it.) Then pass it to your friend, who seats next to you.  Now let’s draw a body part on the paper. I’ll draw long wave body with pink dress. He/she has long arms and legs. Don’t draw a shoe yet. Please draw only the cloth with arms and legs now. Then fold it again to hide it.  (Demonstrate it and pass it again.)  Lastly, we will draw the shoe for this person. I will draw big foot with blue shoes. (Demonstrate it and monitor the Ss to make sure that they are following well.) |
| 4 min | Whole  class | Describing their drawing to the class | Okay, if you finish all drawing please give me all, and I will return the drawing back to the person who draw a head at the beginning. (Give the right drawing to the right Ss.)  Please open it and check how it looks like? Do you all like your new friends?  Please introduce your new friends to our class. Who wants to describe first? (Share in the class) |

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| **Post Activity** | | | |
| **Aims:** SWBAT use the adjectives in the sentences by describing their family for homework | | | |
| **Materials:**   * Board and marker * 10 images of cartoon character | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min | Whole  class | Playing 'guess who?' game and answering the questions | **<Instruction>**  Let's gather together in a circle. I will show you few different characters. These characters will be very familiar to you.  **<Eliciting>**   * Who are they? * Have you seen this characters before? * Who do you like most?   I will describe one character from this pictures then you will guess who I am describing. And who gets the right answer will describe another characters and we will guess who it was.  **<ICQs>**   * Can we describe our friends to play this game? (from the selection that I display on the ground/table) * Do we describe two characters? |
| 2 min | Whole  class | Answering the questions | **<Conclude the lesson>**  **<CCQs>**   * Which one is mustache? (Show the flashcard of mustache and beard) * She is very nice. Could this be the right answer to ‘What does he/she look like?’ * What is he wears? (Show the flashcard of glasses)   **<Homework>**  Please choose one of your family member and write 3 sentences to describe him/her for homework.  **<ICQs>**   * Can you describe your mom? * How many person you need to describe? * How many sentences you need to write?   You did a great work today. Thank you and see you next class. |

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| **SOS Activity (Matching Worksheet)** | | | |
| **Materials:**   * 8 copies of Matching Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | Whole  class | Discussing in pairs to do a Matching worksheet | (Hand out the Matching worksheet to everyone.)  Please work in pairs to match the right images with the right description.  **<ICQs>**   * Are you working alone? |