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| Listening Speaking Reading ■ Grammar Writing |
| **Topic: Look as a Linking Verb** |

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| Instructor:  Jennis Choi | Level:  Intermediate (Adult) | Students:  8 students | Length:  30 Minutes |

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| Materials:  ♦Realia : some pictures.  ♦White board and board marker  ♦Vocabulary worksheet (8 copies)  ♦Main activity worksheet(8 copies)  ♦ SOS worksheet(8 copies) |

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| Aims:  ♦Main aim:Students will be able to improve their grammar skills by their own sentences.  ♦Secondary aim:Students will be able todiscuss with “look”.  ♦Personal aim: I want them to use the grammar while they talk. |

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| Language Skills:  ♦Speaking: Students will talk about the topic in a group.  ♦Listening: Students will listen to other students’presentation.  ♦Reading: Students will read the sentences on the worksheet.  ♦Writing: Students will make sentences using the topic. |

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| Language Systems:  ♦Phonology:/r/ vs /l/  ♦Lexis: angry/mad, disgusted, frustrated, lonely, homesick, worried, bored, proud, embarrassed, jealous(adjective)  ♦Grammar: He/She looks…They look….  ♦Function:describing subject and giving information.  ♦Discourse: presentation. |

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| Assumptions:Students already know  ♦What will shape of our desk is and how many classmates this class has.  ♦What we will learn and have activities. |

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| Anticipated Errors and Solutions:  ♦If students may not be able tounderstand the activity,   * I will show a demonstration to them.   ♦If students do not finish their work because of time,   * I will give them to homework. |

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| References:<https://www.google.co.kr>  SOS activity : http://www.puzzlefast.com/ko/puzzles/20160811105863 |

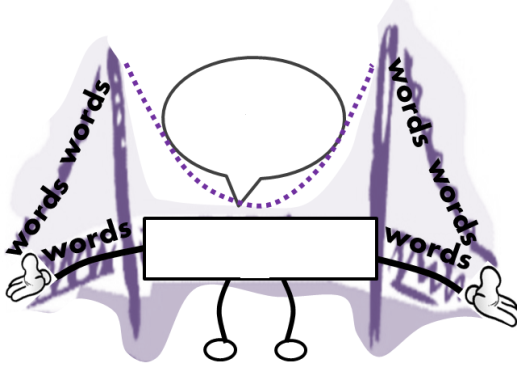
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| **Lead-In** | | | |
| Materials:None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering teacher’s questions | Good afternoon, everyone.  Anna, you are so pretty. Luxy, how does she look? Boram, how does she look? |

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| **Pre-Activity** | | | |
| Materials:Visual Aids, Whiteboard, Board markers, worksheet#1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3mins  1min | Whole class  individually  Whole class | Answering teacher’s questions  Answering worksheet’s questions  Checking answers | **1. Brainstorming**  Eliciting  (show the students pictures)  “I will show you some pictures. How does he look? How does she look?  How do they look?  Additional explanation  We can use “look” when we describe a person or people.  Modeling  Show the subject ‘He/She looks, They look’.(write or put the paper on the board)  **2. Vocabulary**  Instruction  “We are going to learn the some vocabularies with pictures.  I will give you the paper. First, look at the pictures, and thenthink about the meaning. Next fill the blanks. I will give 1minuteto finish.”  (Distribute the worksheet #1)  Demonstration  “She looks...(with gesture)”  ICQ  What will you do?  Are you working with in group?  How much time do you have?  Let’s start.  Monitoring  Answer students if they have questions.  “Time’s up, everybody. Let’s check the answers.”  Check answers  “ Let’s check the answer together”  -Let students answer one by one.  -Write the spellings if necessary.  “What a nice work!” |

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| **Main Activity** | | | |
| Materials: Whiteboard, Board markers, Worksheet #2. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10mins | Whole class  group  Whole class | Answering teacher’s questions.  Preparing their role play and presentation.  Giving presentations | **1. Role play**  Instruction  “We will visit a very nice coffee shop.  Oh! There are so many people.You will be customer or crew. 2 students will be customers and 2 students will be crews.Please talk about your customers or crews. You can use thosequestions and answers.”(worksheet #2)  Demonstration  Show simple role play with students.  [Make groups]  “Please prepare your presentation. I will give you 2 minutes.”  ICQ  “What do you need to give your presentation?  Can you share your opinion? ”  “How long we are going to prepare?”  “Let’s start.”  “Okay, time’s up. Are you ready?”  “Let’s start, first is your team..”  Monitoring  Give them some hints to encourage them to keep speaking.  Feedback  “Do not read sentences. Speak loudly and clearly. Other students have to pay attention to the reports.”  “Great job. Very good” |

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| **Post Activity** | | | | | | |
| Materials:Whiteboard, Board markers, Worksheet #3 | | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk | |
| 10 mins | Whole class | | Writingthe worksheet #3 | | **1.Free Production**  Instruction  (Hand out worksheet #3)  “Did you remember what we learned?Great! Please describe your friend or friends,and then tell us.I will give you 2minutes. If you have time, please draw your friend(s) in the box.  ICQ  “What will you do? How much time do you have?Let’s start.”  Monitoring  Answer the student’s questions if they need it.  Feedback  “Good job!”  **2. Conclusion**  “Today we learned “he looks, she looks, they look…”and adjective words. When you can use ‘look’? Yes, describing people and giving information. It helps you when you talk with friends.Thank you for your presentation and see you tomorrow.” | |
| **SOS Activity** | | | | | | |
| Materials:worksheet #4 | | | | | | |
| Time | | Set Up | | Student Activity | | Teacher Talk |
| If needed | | Pairs | | Finding the words. | | Instruction  “Let’s find the words. There are the words which we learned. Please circle on the word.I will give you 3 minutes.”  Demonstration  “The first word is…”  ICQ  “How much time do you have?  Can you talk with your partner?”  Monitoring  Monitor discreetly. If they ask questions, answer it.  Feedback  “It is time to check the answer.Stop your work. Good jobs ”  Writing  “Please write your speech. If you did not finish it, it will be your homework.” |

Visual aid



**He looks \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**She looks \_\_\_\_\_\_\_\_\_\_\_\_\_.**

**They look \_\_\_\_\_\_\_\_\_\_\_\_\_.**

look

looks

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| G:\image\Disgust.jpgG:\image\disgust_small.jpgdisgusted | G:\image\embarrassed.jpgembarrassed |
| G:\image\frustrated.jpgfrustrated | G:\image\homesick.jpghomesick |
| G:\image\jealous.jpgjealous | G:\image\Loneliness_blog_photo_3-13.jpglonely |
| G:\image\proud.jpgproud | G:\image\worried.jpgworried |

**Worksheet # 1**

**He looks\_\_\_\_\_\_\_\_.**

**She looks \_\_\_\_\_\_\_\_.**

**They look \_\_\_\_\_\_\_\_.**

Angry

Disgusted

Frustrated

Lonely

Homesick

Worried

Bored

Proud

Embarrassed

Jealous

<Homework>

Anger

Disgust

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**He \_\_\_\_\_ \_\_\_\_\_\_\_.**

**She \_\_\_\_ \_\_\_\_\_\_\_.**

**They \_\_\_\_ \_\_\_\_\_\_.**

**Worksheet # 2** Role play

**At the coffee shop**

1. Q : How does he look?

A : He looks \_\_\_\_\_\_\_.(adjective)

1. Q : How does she look?

A : She looks \_\_\_\_\_\_\_\_. (adjective)

1. Q : How do they look?

A : They look \_\_\_\_\_\_\_\_.(adjective)

1. Q : Does he look \_\_\_\_\_\_\_\_\_\_\_\_\_\_?(adjective)

A : Yes, he does. He looks \_\_\_\_\_\_\_\_\_\_\_\_.(adjective)

(or)No, he does not. He looks \_\_\_\_\_\_\_\_\_\_\_\_.(adjective)

**Worksheet # 3**

**Describe your friend(s).**

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**SOS Worksheet # 4**

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**answer**

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