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| **Topic: Girl, 5, fined for selling lemonade (Express a person’s feelings)** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Soohyun (Sue) Jeon** | **Intermediate (Level 3)** | **Adult** | **3** | **40 minutes** |
| **Materials:**   * Grammar practice worksheet (3 copies) * Pictures related to the topic on the board * Pictures for story making/telling activity. * Materials for a board game * White board and markers | | | | |
| **Aims:**  **Students will be able to:**   * Recall new vocabulary related to a person’s feelings * Distinguish between –ed and –ing adjectives in terms of how and when to use through explanations, completing practice worksheet and activities * Express their feelings and explain the source of the feelings using correct adjectives through a board game * Make and present a creative short story using the adjectives they learned | | | | |
| **Language Skills:**   * Listening: Listen and understand the questions and opinions of others * Reading: Read and understand the target sentences and questions during the practice activities * Writing: Write a short story using the correct form of the adjectives ending in –ed or -ing * Speaking: Ask questions, explain their feelings, and tell a story | | | | |
| **Language Systems:**   * Phonology: Pronunciation of vocabulary with a particular emphasis on the –ed sound (i.e., /t/, /id/) * Lexis: Vocabulary and idioms (-ed adjectives such as excited and shocked, set up, burst into tears, put a smile on) * Grammar: Participial adjectives (e.g., she was excited vs. it was exciting, I was shocked vs. it was shocking) * Function: Express feelings and explain why they feel that way to others * Discourse: Question-and-reply sequences for knowing and expressing a person’s feelings and opinions; make and tell a story | | | | |
| **Assumptions:**   * Students are upper intermediate level adult learners and the article is easy to understand so there is no need to go through each sentence one by one. The lesson is going to focus only on the target sentences. * All students already know the basic grammar points (e.g., present vs. past tenses) and grammar terms (e.g., tense, adjective, noun). Also, some students already know participial adjectives ending in –ed or -ing, but they have not had many chances to use these adjectives in their speaking and writing. Therefore, the focus of the lesson will be on practice and production rather than explaining the grammar in details. * Students already know most of the vocabulary in the article. Additional adjectives for upper intermediate learners are going to be added to the lesson if needed. | | | | |
| **Anticipated Errors and Solutions:**   * Even though the level of students is similar, there could be still individual differences in learning and using –ed and –ing adjectives 🡪 Check students’ understanding, repeat the words and sentences whenever needed * If only one student keeps talking and answering the questions, call another student’s name and ask her to answer or let students take turns giving answers. * If some students finish their worksheet earlier than the others, give extra activities (ask students to make their own sentences using them) * If the lesson finishes earlier than scheduled, play instant crossword puzzles using the –ed and –ing adjectives * If all planned activities are not covered within the lesson time, some practice and production activities will be given as a homework assignment. | | | | |
| **References:**   * Girl, 5, fined for selling lemonade (July 23, 2017). In Breaking News English. Retrieved from <https://breakingnewsenglish.com/1707/170723-lemonade.html> * Roeland, P. (January 4, 2011). Grammar meets conversation: -ING vs -ED adjectives (5) - Asking about experiences and opinions. Retrieved from <https://en.islcollective.com/resources/printables/worksheets_doc_docx/grammar_meets_conversation_-ing_vs_-ed_adjectives_5_-_asking_about_experiences_and_opinions/adjectives-grammar-meets/3003> * [Suzone. (November 6, 2016).](https://en.islcollective.com/mypage?id=417733) ED and ING Adjectives. Retrieved from <https://en.islcollective.com/resources/printables/worksheets_doc_docx/ed_and_ing_adjectives/adjectives-with-ed/92455> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | | |
| **Aims:** Distinguish between –ed and –ing adjectives through explanations and a short Q & A activity | | | | **Materials:** Pictures , white board and markers | |
| **Time** | | **Set Up** | **Student** | | **Teacher** |
| 3 min. | | Whole class | Students’ responses to teacher’s greetings. Hello. I am good. How are you?  Students give answer to each question. | | Hello everyone, how are you today?  Today, we are going to talk about a person’s feelings, learn how to express the feelings and explain when to use two different forms of adjectives. We will also be using some fun activities, such as a board game and storytelling.  (Eliciting- show two pictures one by one)  Look at these pictures.   * What do you see in this picture? * Can you guess how she felt? * What do you see in this picture? * How do you feel about what the police officers did to the little girl? |
| 5 min. | | Whole class  In pairs | Students listen to teacher’s talk.  Students answer the question.  Students ask and answer the questions with each other.  Students give the answers.  Students listen to the teacher’s explanation.  Students repeat after the teacher. | | Look at these target sentences that describe the pictures you have just seen. Look at these two sentences. Could you explain why ‘shocked’ was used here but ‘shocking’ was used there?  If the students’ answers are correct, briefly summarize the grammar point (-ed and –ing adjectives).  If the answers are incorrect, the teacher will explain.   * -ing adjectives are used to describe things, situations, or people. These are the sources of the feelings. * -ed adjectives are used to express a person’s feelings or opinions These are the receivers of feelings. These are often followed by prepositions (e.g., in or by).   (Ask the students to practice the following questions with each other):  Now ask your partner the two questions:  What is something that is interesting to you?  What are you interested in?  What is your partner interested in?  (Ask the students to come up and write what their partner said on the board)  (Check the answers. Then read aloud the sentences).  (Drills) Repeat after me. |
| **Notes:** | | | | | |
| **Practice:** | | | | | |
| **Aims:**   * Distinguish between –ed and –ing adjectives through completing practice worksheet and a board game * Express their feelings and explain the source of the feelings using correct adjectives through a board game | | | | **Materials:** Grammar practice worksheet, materials for a board game | |
| **Time** | **Set Up** | | **Student** | | **Teacher** |
| 1 min.  3 min.  11 min. | Whole class  Whole class  & Individually  Whole class  Whole class/in pairs | | Students listen to the instructions.  Students answer the ICQs.  Students work on the questions on the worksheet individually.  Students listen to the instructions and look at the demonstration.  Students answer the ICQs.  Students play the game. | | (Distribute the grammar practice worksheet)  (Give instructions)  Instructions:  1. Complete the questions on the worksheet by circling the correct form of the words individually. You will be given 2 minutes.  2. Check the answers together using the game board.  (Demonstration)  (Choose the correct forms of the adjectives for the first two questions together.)  (ICQs)  Are you going to complete the worksheet alone? For how long?  (Check the answers together.)  (Give instructions)  Now it’s time to play this board game together. I will explain how to play.  1. Take turns to roll the dice to decide which team goes first.  2. One of the first team members rolls the dice. Then they move their piece based on the result. Ask your partner the question on the board and your partner will answer the question. The answer should be a complete sentence with the correct form. If the form used is not correct and the other team corrects it, the team should move their piece one space back.  3. The team who reaches the finishing point first will be the winner.  (Demonstration-show an example to let the students know how to play)  (ICQs)  Are you going to play this game individually or in teams (pairs)?  What are the two important requirements for a correct answer? (making a complete sentence with correct adjective form)  (Teacher monitors while the students are playing and gives them error corrections if any error occurs.) |
| **Notes:** | | | | | |
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| **Production:** | | | | | |
| **Aims:**   * Recall new vocabulary related to a person’s feelings * Make and present a short creative story using the adjectives they learned and the pictures given | | | | **Materials:**  Pictures, worksheet, white board and markers | |
| **Time** | **Set Up** | | **Student** | | **Teacher** |
| 10 min. | Whole class  In groups  Whole class | | Students receive various pictures and listen to the instructions.  Students answer the ICQs.  Students work on the requested activity.  Students present their story and write their topic sentences on the board. | | (Distribute word cards and pictures and give instructions)  Instructions:  Now create a story in groups using the pictures and words (adjectives) given in the worksheet.  Pretend you lived in the country/town shown in the picture and describe what happened there and how you felt. Use as many as adjectives ending in –ed and –ing. Make a story of at least 4 sentences using four different pictures. Make it as creative or funny as possible. You will be given 5 minutes. Once you are done, you will be asked to present your story and write your group’s 2-3 topic sentences (not the whole story) on the board. Everyone should participate in telling the story.  Demonstration:  (Teacher chooses four pictures and makes a short story, and then writes 1 topic sentence on the board).  ICQs:  How many minutes do you have for this activity?  Once you finish making a story in groups, what are you going to do?  (Monitor students’ work discreetly)  (Check if the students created their story which met the basic requirements. Once it is done, ask them to come up and present their story and write down their topic sentences on the board) |
| **Notes:** | | | | | |
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| **Post Production:** | | | | | |
| **Aims:** Recognize the common errors and use the adjectives correctly | | | | **Materials:** White board and markers | |
| **Time** | | **Set Up** | **Student** | | **Teacher** |
| 7 min. | | Whole class | Students have a look at the topic sentences on the board with a particular focus on the participial adjectives.  Students pay attention to the error corrections by listening or participating.  Students answer the questions. | | Error correction:  Let’s check together whether the –ed and –ing adjectives were used correctly here.  (Check what the students wrote on the board together. If there are some errors, correct them together. If not, write what the teacher prepared for the error corrections and check the errors together (e.g., annoying vs. annoyed)).  What did you learn through the storytelling? Did you enjoy the activity?  Closing:  Great job today. Tomorrow, we will learn about different prepositions that follow different adjectives that we learned today. See you tomorrow! |
| **Notes:** | | | | | |