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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** How to talk about yourself with compound adjectives |

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| Instructor:  Mia, Park | Level:  Intermediate | Students:  6 | Length:  30min |

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| Materials:   * Computer * TV Screen * PPT file (slide for pre-activity, main activity) * Speaker * Hand out #1 myers-briggs test, #2 score sheet, #3 results, #4 new vocabularies * 2 Sticky balls * White paper * White board, Board markers |

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| Aims:   * Main Aim: Ss will be familiar with compound adjectives. And learn how to talk about their personality with compound adjectives. * Secondary Aims: Ss will be able to understand vocabularies related to personality and improve their reading and speaking skills by the activities. * Personal Aim: I want to increase Ss involvement. |

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| Language Skills:   * Listening: Ss will listen to the pronunciation of new vocabularies. * Speaking: Ss will discuss about their personality and make a story with compound adjectives. * Writing: Ss will write sentences about their personality including compound adjectives. * Reading: Ss will read phrases from the myers-briggs test & result, new vocabularies |

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| Language Systems:   * Phonology: [ ed ] = “id” * Lexis: New vocabularies of compound adjectives   (Absent-minded, Narrow-minded, Thick-skinned, Cold-hearted, Open-minded, Strong-willed, Self-assured, Level-headed, Kind-hearted, Self-centered, Quick-witted, Tight-fisted, High-spirited, etc.)   * Grammar: Compound adjectives * Functional: Explain a person * Discourse: Introduction |

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| Assumptions:  Ss already know   * The adjectives to describe personalities * Myers-briggs test * How to make a short story * How the class is organized and operated (4 & 2 at each table) * They need pencils and papers for the class |

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| Anticipated Errors and Solutions:   * If Ss do not want to come out and play a game with classmates * I will persuade to participate in the game with benefits or demonstrate it is not difficult thing. * If Ss need linguistic support, * I will encourage them to inquire a teacher anytime or let them use the dictionary or internet website. * If a certain student contributes too much to the discussion * I will kindly point out the next person to speak |

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| References:   * Media file for new words : https://quizlet.com/381015765/flashcards * Myers-briggs test : <https://www.16personalities.com/free-personality-test> |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30  sec | Whole class | Answer to the teacher’s question | Good afternoon, everyone.  How are you today?  (Ss answer) |

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| **Pre-Activity** | | | |
| Materials: Computer, PPT file, Video file, TV Screen, white board, board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  1min  3min  4min  2min | Whole class  Pairs  Whole class  Whole class  Whole  class | Answer to the question out loud  Discuss with partners  Answer out loud  Answer out loud  Listen and repeat words on screen | **Procedure:**  **1.Prediction**    **Elicit**  (PPT slide on the screen)  Please, look at the screen. What do you see in the pictures? Do they seem to have same character?  (Ss answer)  Now, please, discuss what character they might have with your partner. I will give you one minute.  (After discussing)  Time’s up.  **Brainstorm & Game**  Let’s brainstorm and do a True or False game.  First, please tell me what you think about the pictures. (Write Ss’ answer on a board)  Now, we will play a True or False game.  - Number one. an extroverted person(Use Ss’ answers) is think-skinned?  - Number two. An introverted person is level-headed?  (Ss answer)  **Model**  (Write the topic “How to talk about yourself” on the board)  Today’s topic is “How to talk about yourself”.  **CCQ**  When do you talk about yourself?  Why do you do it?  **Learning grammar**  I will show you five words quickly. Please, find what’s in common among them.  (Ss answer)  These are compound adjectives.  Can anybody tell me what it is?  (If Ss do not answer directly, just show the definition on PPT)  Compound adjectives are two or more words that act as one adjective with a new meaning.  Let’s play a quick game.  Please, look at the screen first. Anyone who gets the answer, please raise your hand.  Okay. Great.  So, today we are going to learn how to talk about yourself with compound adjectives!  **2. New Vocabulary**  **Instruction**  We are going to practice new words.  Let’s look at the screen.  First you will listen to the pronunciation and repeat.  And we will check the meaning and synonyms as well.  **ICQ**  Do you only listen or listen and repeat?  Are you going to check the meaning?  Let’s start. |

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| **Main Activity** | | | |
| Materials: PPT file, Vocabularies list paper, Computer, TV screen, white paper(6) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  4min  2min  2mn | Individual/ Whole class  Whole  class  Individual  Whole class | Write sentences and share with classmates  Do the test and check the result  Count the score  Answer out loud | **1. Write your personalities**  (Hand out the new vocabularies list)  **Instruction**  Now, you will write three sentences to describe your personality with the compound adjectives given on the paper. Do it individually. I will give you two minutes.  **ICQ**  Do you work alone or with your partner?  How much time do you have?  **Monitoring**  (Quietly walk around the class room. Check to see if the Ss are on track. Answer to questions.)  Time’s up.  Can you tell me one key sentence from Jenny first?  **2. Myers-Briggs test**  (PPT slide on the screen)  Now, you will do the personality type test called myers-briggs.  You may already know the MBTI test. If you get to know more about your character type, it may become easier to find the guy who suits you.  **Instruction**  Look at the screen.  MBTI test categorises personalities to the sixteen characters types.  Let’s find the best describes you.  Mine is ISFJ.  (Show Ss a test paper)  If you see the questions, there are two choices. Choose the answer that best one describes you.  Please, check your answer with X on the score sheet. After the test, I will teach you how to see the result.  I will give you four minutes and do it individually.    **ICQ**  How many choices does it have?  Do you choose more than one answer?  How much time do you have?  You may begin.  **Monitoring**  (Quietly walk around the class. See if Ss are on track. Answer to questions.)  One minute left.  Time’s up.  **Check scores**  Now, let’s check the score. Look at the screen. This is an example.  Count the number of X’s in each A and B vertically. The higher number one shows your personality.  This one is ENTJ.  **ICQ**  Does the lower number one is your personality?  **Monitoring**  (Quietly walk around the class. See if Ss are on track. Answer to questions.)  **Check types**  Have you all checked your type? Can you tell me from Jenny?  (Write on a board)  We will talk about the result later. I will give you the result paper by the end of the class. |

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| **Post-Activity** | | | |
| Materials: White board, Board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  1min  1min | Whole class  Whole class  Whole class | Find synonyms and make a story  Read a story out loud  Answer out loud | **1. Storytelling game with a sticky ball**  **Instruction**  I will write some vocabularies we learned today on the board all over the place. Each of you come out and throw the sticky ball and where it touches, you have to give a synonym and make a sentence with it. When everyone has done it, we will have a story. The sentences should be connected to create a story.  **Demonstration**  I will show you first. (Throwing a ball)  It is absent-minded (forgetful). There was once an absent-minded Mia living with a big dragon.  **ICQ**  When the ball touches a word, what do you have to say?  Each sentence should be connected to the previous one or not?  How many stories are we going to create?  Who wants to do first?  Please, come out.  **Monitoring**  (See if synonyms are correct. Type the sentences Ss make on computer on PPT slide)  (After 5 minutes)  **2. Wrap-up**  Let’s read the story altogether.  **3. Review**  (Recap the new vocabularies. Pick out grammatical and pronunciation errors Ss made during the class and find correct answers with Ss.)  Let’s read compound adjectives again.  (Absent-minded, Narrow-minded, Thick-skinned, Cold-hearted, Open-minded, Strong-willed, Self-assured, Level-headed, Kind-hearted, Self-centered, Quick-witted, Tight-fisted, High-spirited, etc.)  Well done everybody. Now, I will give you Myers-Briggs test’s result. We will talk about it at the next class.  If you have any questions, please feel free to keep in touch with me. Thanks! |

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| **SOS Activity** | | | |
| Materials: Myers-Briggs test result paper (6copies) | | | |
| Time  5min  2min | Set Up  Pair  Whole class | Student Activity | Teacher Talk |
| Read the result and share their opinion about it. | 1. **Discussion**   **Instruction**  Now, I will give you the categories of myers-briggs test. You can see more about your personalities. I will give you 30seconds to read it.  (Hand out the sheet of the categories of myers-briggs test)  Time’s up.  Now, please discuss with your partner if you are agree or disagree with the result and why you think. I will give you two minutes.  **ICQ**  Do you work individually or in groups?  How many minutes do you have?  **Monitoring**  (Quietly walk around the class. See if Ss are on track. Answer to questions.)  **Sharing**  Can you tell me if your partner agree or disagree? And why they think?  Please, Lydia start from you.  **Wrap-up**  Let’s read compound adjectives again.  (Absent-minded, Narrow-minded, Thick-skinned, Cold-hearted, Open-minded, Strong-willed, Self-assured, Level-headed, Kind-hearted, Self-centered, Quick-witted, Tight-fisted, High-spirited, etc.)  Well done everybody. Now, I will give you Myers-Briggs test’s result. We will talk about it at the next class.  If you have any questions, please feel free to keep in touch with me. Thanks! |