

<b>Name:</b> Jade <b>Topic:</b> Describing your friends and family	<b>Date:</b> 25.06.24	<b>Level:</b> Upper int.	<b>Number of students:</b> n/a
<b>Main lesson focus (underline one):</b> Grammar / <u>Vocabulary</u> / Pronunciation / Reading / Listening / Speaking / Writing			
<b>Learner outcome(s):</b> The students will be able to (mention task first, then “using” ) describe their family and friends using adjectives with intensifiers and some new expressions eg “to spend one’s time verbing”			
<b>Grammar:</b> using verbing (present continuous) for certain phrases?  <b>Vocabulary:</b> Outgoing (adj.) Laid-back (adj.) Hyperactive (adj.) Avid (adj.) Quite (adv.)  <b>Phrases:</b> “to be a fan of...” “to be keen/to not be keen on (something)”, “to spend one’s free time verbing”, “to get on well with”			
<b>Materials:</b> Printouts for engagement and eliciting, language in context text, correct/incorrect sentences handout, ‘roleplay’ cards on likes/dislikes, spare paper if needed for production stage.			

<p><b>Assumptions:</b> For this lesson I assume the Ss already know... various adjectives and intensifiers (shy, intelligent, friendly, a bit, really, very)</p>
<p><b>An anticipated problem:</b> Timing may be an issue: pre-teaching vocabulary and phrases may be long and or boring</p> <p><b>My proposed solution:</b> Get them involved in learning new vocab (actively finding examples of int. in text and visual demo) Incorporate teaching new phrases/expressions with text to break it up/make it less boring.</p>
<p><b>What I intend to work on based on previous feedback:</b></p> <p>CCQing and drilling</p>

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Engagement 3-5 mins	Put on board photos which elicit family and friends (printout of "The Simpsons" for family, "Friends" for friends). Ask do you know these shows? What do you think of X? Try (T) to use a sentence using an intensifier and adjective: he's very funny, he's quite annoying... Lead on to: today we will be describing family and	To engage the students in the topic	S

	friends. Can any of you describe any friends or family members?		
Pre teach new vocab  3-5 mins	Elicit, drill, CCQ's, board  outgoing (adj.) laid-back (adj.) hyperactive (adj.) avid (adj.) quite (adv.)	So that ss understand the language they will be using in later activities	L
Presentation of language in context  15 minutes	<p>Read the text in pairs and answer the following question. Is this person talking about their family? Their friends and family? Or just their family?</p> <p>D - in pairs, I - underline all the adjectives you see. M - (first one is done) Hm, is tall and adjective, yes. So I will underline it. T - 1 min</p> <p>Can you notice any words in front of the adjectives? i.e really, a bit, quite, very. Get them to circle the intensifiers D - in pairs. I - circle intensifiers, M - same as previous, T - 2 minutes</p> <p>Use funny as an example adj. Draw a number line with 0% to 100% and ask students to work out where it goes.</p> <p>Expressions: In pairs, (D) look at the expressions underlined in red, discuss them (I). (M) I think to be a fan of is... (T) - 2 min.</p> <p>How do we form these - CCQing, remember negative</p>	<p>1 - gets the student to skim read the text.</p> <p>2 - highlights adjectives and intensifiers and their differences.</p>	R & S

	<p><b>To be a fan of (something)</b> - to like something a lot (can be a famous musician/sports person but also more general). Does not necessarily mean a band or a musician. Anything you like, for example:  CCQ: Can you be a fan of books? (Yes) Can you be a fan of Italian food? (Yes). - check this  How can we turn this into a negative?  To not be a fan of something, for example, I'm not a fan of... often accompanied with big. I'm not a big fan of horror films.  CCQ: how can we use I'm not a fan of... to say I dislike exams.</p> <p><b>To be keen on (something)</b> - to like or enjoy something (similar to last one, with the negatives too). I'm not keen on...  CCQ: Turn I don't like beer to -&gt;  Negatives are used just as, if not more often than the positives.</p> <p><b>To spend your free time (verb-ing)...</b> can we say I spend my free time run?  Free time is generally the time you have when you're not working or studying. So in your free time you go to English lessons!  CCQ: I spend my free time running. Do I go running when I'm working or studying? Do we say: I spend my free time run.</p> <p><b>To get on well with (someone)...</b>to have friendly relations with someone. Use friends' visuals. Do these people get on well with each other? I get on well with my fellow TEFL</p>		
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	<p>trainees.</p> <p>CCQ: do you think Donald Trump and Hillary Clinton get on well?</p> <p>Any others you're unsure of?</p>		
Practice 1 10 mins	<p>Two sentences, one correct, one incorrect.</p> <p>D - In pairs</p> <p>I - Read the sentences, and choose which one is correct, and which is incorrect.</p> <p>M - Hmm, she is so annoy, I get on well with her or she's so annoying, I don't get on well with her.</p> <p>I think it's the second one.</p> <p>I'm not sure.</p> <p>About 7 mins. Then hand out sheets.</p> <p>Feedback as class</p>	Check grammar and knowledge of new vocab/expressions that have been taught, especially in a contextual sense	R
Practice 2 10 mins	<p>Swap pairs</p> <p>D - In pairs</p> <p>I - Pick up a roleplay card about a person. The card will state a like or dislike. Use the expressions on the board to tell your partner about this person.</p> <p>M - For example, I pick up a card and it says Lucy, who likes cycling and dislikes dogs (draw example of this card on board) Instead of saying this, I will say (mime looking at the board): Lucy spends her free time cycling, and is <i>not keen on dogs</i>.</p> <p>T - 8-10 mins (monitor)?</p>	Aim to use newly learnt expressions in practice	S

Production 15 mins	<p>PRODUCTION - keep partners but swap halfway.</p> <p>First</p> <p>D - On your own,</p> <p>I - Write 8 names on a piece of paper</p> <p>M - Write 1 - 8 on board, start writing two i.e my sister, Katie etc</p> <p>T - 1 minute now..</p> <p>D - In pairs</p> <p>I - We will take it in turns (mime/move) to describe these people, using the language on the board</p> <p>M - My sister is very funny and intelligent. She's keen on travelling, and spends her free time going to new countries! Write this on board</p> <p>CCQ - have I got adjective/s, an intensifier? Expressions to say likes and dislikes?</p>	Give the students the opportunity to use new vocab, intensifiers and phrases in free speech.	S
Error correction 5 min	Note down errors from production stage and feedback as class	To learn from their mistakes	L