

Name: Weishan **Date:** 21 Aug 2023 **Level:** Upper Intermediate **Number of students:** **Topic:** Personalities

Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing

Learner outcome(s): The students will be able to (mention task first, then “using”)

The students will be able to talk about personalities using the adjectives listed below and the adverbs "really, quite, pretty, rather, fairly, a little".

Grammar:

Adverbs – really, quite, pretty, rather, fairly, a little

Vocabulary:

Driven, easy-going, spontaneous, thoughtful, outgoing, steadfast, candid, quirky

Phrases:

Materials:

Presentation of target language: 6 profile cards, vocabulary and definition matching activity sheet

P1: Vocabulary cards

P2: Personality quiz

Production: 6 profile cards (presentation text)

Assumptions: For this lesson I assume the Ss already know

tenses such as the present simple and present continuous, and basic vocabulary to express some of their thoughts and opinions.

An anticipated problem: The teaching of the vocabulary may take too long, and the production activity may not work that well if there are fewer students than expected.

My proposed solution: Get students to do the vocabulary and definition activity in pairs first so they get STT and I save time on eliciting. I can then check their understanding through CCQs, to speed up the teaching portion. Bring in observers to help during the production activity if there's too few students.

What I intend to work on based on previous feedback:

Lower TTT – speed up the teaching portion (by polishing EDCB and asking simpler CCQs) and increase STT

Model activities

Praise a bit more

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
Intro 3 mins [4:30 – 4:33 PM]	<p>Ask: What did everyone do over the weekend?</p> <p>It's my second weekend here, and I visited the Saint-Aubin market with my friend.</p> <p>I love it, there's so much to see, and I had to stop myself from shopping! And coincidentally, I had really good waffles (if anyone remembers that I like waffles from our previous lesson where I introduced myself with the first letter of my name)</p>	To get students warmed up, with a topic related to the lesson.	S

	Go with the flow...		
Engage 5 mins [4:33 – 4:38 PM]	<p>[Show pictures of online dating apps on the board]</p> <p>Ask students:</p> <ul style="list-style-type: none"> - Do you think one can meet their dream partner or soulmate through an online app or dating agencies? - Who says yes? Who says no? - Why? (Get students sharing their thoughts here – STT) <p>Alright! Today we're going to <i>pretend</i> (anyone remembers this word from an earlier lesson by Nathalie?) that I run a dating agency <i>The Better Half</i>.</p>	To get students engaged around the topic of personalities in the context of looking for a dream partner.	S
Presentation of target language 20 mins [4:38 – 4:58 PM] 3 mins [4:38 – 4:41 PM]	<p>Pre-teach vocabulary: Now vocab, there are just a couple of words we'll need to know for later...</p> <p>Bonus E: If we say something is in addition to what we expect, or if something is better than we expect, we say it is a ____? Bo... Bon... Bonus! (just give students the answer if they cannot get it) D: Bonus C: If something is the least that we</p>	To ensure new vocabulary will not be an obstacle for students during the practice activities and production later.	

<p>[8 mins] [4:50 – 4:58 PM]</p>	<p>Say: Now, look at the bottom half of the page. You'll see in the 6 profile cards some underlined adjectives.</p> <p>D: In pairs, I: try to match those adjectives to their definitions (show the activity sheet). What do you think they're describing? M: - T: You have 3 mins. S: -</p> <p>Language focus: Check students' understanding and pronunciation here.</p> <p>Driven E: Ask students what they matched it to D: <u>Driven</u> C: If someone is lazy and not interested in improving themselves, do we say they are driven? No. B: <u>Driven</u> (adj)</p> <p>Easy-going E: Ask students what they matched it to D: <u>Easy-going</u> C: If someone picks on or complains about many things, do we say they're easy-going? No. B: <u>Easy-going</u> (adj)</p>	<p>To teach target language and CCQ to ensure students understand correctly.</p>	
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Spontaneous

E: Ask students what they matched it to

D: Spontaneous

C: If my friends called me only at 5pm, asked if I could meet them at 6pm, and I said yeah sure, will you say I'm spontaneous? Yes.

B: Spontaneous (adj)

Thoughtful

E: Ask students what they matched it to

D: **Thoughtful**

C: If someone always considers others and their feelings, do we say they're thoughtful? Yes.

B: **Thoughtful** (adj)

Outgoing

E: Ask students what they matched it to

D: Outgoing

C: If someone always prefers staying home, would we say they're outgoing? No.

B: Outgoing (adj)

Steadfast

E: Ask students what they matched it to

D: **Steadfast**

C: If someone always changes their mind or attitude easily, do we say they're steadfast? No.

B: **Steadfast** (adj)

Candid

E: Ask students what they matched it to

D: Candid

C: If someone does not tell you what they think truthfully, do we say they're candid? No.

B: Candid (adj)

Quirky

E: Ask students what they matched it to

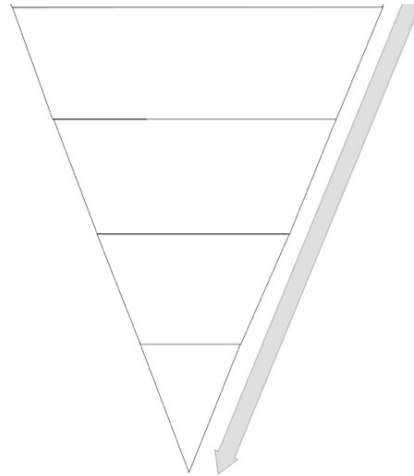
D: Quirky

C: If someone is unique in the way they behave (but in a good way), do we say they're quirky? Yes.

B: Quirky (adj)

Say: When we want to express the extent of something, or in this case personality, we can also make use of adverbs. These are some common ones we can use to describe personalities. E.g., **really** pretty, **quite** humorous, **rather** shy, **a little** spontaneous

Adverbs:



Explain:

Really = strongest of all
Quite/pretty/rather all = weaker than
'very'/'really' but more than 'a little'

Pretty = usually used more informally
in conversations

For rather, we tend to use it when
referring to negative ideas – for e.g.,
rather shy, **rather** quirky, **rather**
impatient, **rather** controlling

Fairly would be weaker than
quite/pretty/rather.
If something is fairly good = not very
good and can be better

	And of course, a little = the weakest		
<p>P1</p> <p>7 mins [5:00 – 5:07 PM]</p>	<p>Describe and guess activity: Students will pick up cards and describe the adjectives on the cards, and their partner guess the word.</p> <p>D: In pairs, I: One person will flip over the cards, describe the word/ adjective to your partner. Your partner will try to guess the word. Swap over when one of you have done 4 cards.</p> <p>M: (Student A): Hmm someone like that always think they're better and more important. (Student B): Oh oh! Arrogant!</p> <p>T: You have 5 mins. S: Give out cards.</p> <p>Feedback: Ask: Was there any difficult words/questions?</p>	To concept check students' understanding of the target language – phrases taught earlier, and to increase STT.	S
<p>P2</p> <p>7 mins [5:07-5:14]</p>	<p>Personality quiz activity: Students take turn to ask questions about each other's personality based on the quiz.</p>	To concept check students' understanding of the target language – adverbs taught earlier, and to increase STT.	S

	<p>D: In pairs, I: find out about your partner's personality using this mini personality quiz.</p> <p>M: (Student A): Are you outgoing? (Student B): Hmmm I say I'm pretty outgoing. And student A ticks under the "pretty" column for that.</p> <p>T: You have 5 mins. S: Give out activity sheet.</p> <p>Feedback: Ask: what students found out about each other.</p>		
<p>Production</p> <p>15 mins [5:14 – 5:30 PM]</p>	<p>Role play:</p> <p>D: In pairs, I: One of you are looking for your dream partner. Describe your dream partner to the other person who will be the owner of a dating agency. They'll either recommend one of the 6 profiles here (show presentation text) or say sorry, they don't have a match and explain why.</p> <p>M: For example, (Student A) I love animals and travelling, and I hope to find someone</p>	<p>To allow students to practice speaking by using the target language and what they already know to express themselves. The focus is on fluency and getting their message across, rather than worrying about making mistakes.</p>	S

	<p>who's outgoing (Student B) Oh, I have 2 people who might be a good match. One is slightly older though, what is the age range you are looking for? (Student A) Oh, someone in their forties. (Student B) Oh then that would have to be XXX, great!</p> <p>T: You have 10 mins. S: Refer students back to presentation text. Say: You can use the text as reference and a guide for what you can share.</p> <p>Feedback + error correction (5 mins): Ask: XX which profile did YY recommend you? Why?</p>		
Filler	<p>Categories game: First date theme The team to list 5 items in the given categories wins.</p> <ul style="list-style-type: none"> - Food - Drinks - Items you'll find in a lady's bag - Hobbies - Movies - What you'll find at the theme park - Jobs 	In case there's still time to fill for the hour.	W



Profile 1,2



Profile 3, 4



Profile 5, 6



Circle true/false for the following statements.

1. Beth would love to go out on a Friday night with her partner.

True/False

2. Ron thinks it is best that his partner shares different interests, so he can have time for his own hobbies.

True/False

3. Someone who has a fear of cats will not be a good match for Amelia.

True/False

4. Someone who loves to travel will be a good match for Mark.

True/False

5. Pierre prefers to stay home in his free time.

True/False

6. Ted is looking for someone who is ready for a serious relationship.

True/False

Match the adjectives to their meanings.

1. Driven	a. Someone who is energetic around people, and finds it easy and enjoyable to be with others.
2. Spontaneous	b. Someone who is relaxed and not easily upset or worried.
3. Easy-going	c. Someone who expresses their thoughts and feelings in a honest and sincere way.
4. Thoughtful	d. Someone who is loyal to people or their beliefs, and is not easily influenced.
5. Outgoing	e. Someone who tends to be unusual, but in an attractive and interesting way.
6. Steadfast	f. Someone who enjoys doing things in a natural and unplanned manner.
7. Candid	g. Someone who is hardworking and always working towards a goal.
8. Quirky	h. Someone who shows care and consideration, and always thinking of what they can do for others.

Driven

Easy-going

Spontaneous

Thoughtful

Outgoing

Steadfast

Candid

Quirky

Do you think you are...	Quite/ pretty/ rather	Fairly	A little
Driven			
Easy-going			
Spontaneous			
Thoughtful			
Outgoing			
Steadfast			
Candid			
Quirky			
Humorous			
Optimistic			

Are you ...	Really	Quite/ pretty/ rather	Fairly	A little
Driven				
Easy-going				
Spontaneous				
Thoughtful				
Outgoing				
Steadfast				
Candid				
Quirky				
Humorous				
Optimistic				