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| **Group:** ESAL 250 | **Date:** | **Time:** 120 | **No. of students:** 8 |

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| **Recent topic work:** | **Recent language work:** |

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| **Aims:** to learn to use adjectives to get across information |

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| **Objectives:** Students will recognize adjectives and use them to describe things important to them |

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| **Assessment:** Student participation, worksheet completion |

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| **Materials:** adjective dialogue, worksheet of nouns and adjectives |

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| **Anticipated problems:** |

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| **Timing** | **Teacher Activity** | **Student Activity** | **Success Indicators** | **Aims of the stage** |
|  | Ask students what an adjective is and how to use it  Using the projector, put up the dialogue, and ask students to point out which words are adjectives as the class goes through it together, underlining them as they point them out.  Give students each the worksheet of nouns and adjectives, getting them to match nouns and adjectives which go together, then go over it as a class by nouns, and ask different students which adjective they chose and why  Have students get in pairs and make sentences using 3 or 4 of the different combinations on the given space on the worksheet and then have then share one or two with the class  When they finish, have them think on their own about things they really like, or something really important to them back home. Tell they can make notes, that they will be trying to describe these things to their classmates. They should think about what they like about it and why.  Put students into groups of 2 or 3, and tell them to describe their chosen things to their groups | Students will share their ideas of what adjectives are and their usage  Students will point out adjectives on the worksheet  Students will match the nouns and adjectives that they deem appropriate, and then explain their choice when asked by the teacher  Students will talk with their partner and make sentences using the noun and adjectives  Students will think about anything they like, and come up with descriptions of them to share in groups  Students will get into groups and share their things with their classmates | Students will share ideas  Students speaking out and giving answers  Students will have matched up the nouns and adjectives, and be able to provide an answer when prompted  Students will have sentences to share with the class  Students will have chosen a thing to describe, wrote notes, and shared with their group mates.  Students will partake in discussions with their classmates and share their own ideas | To get students thinking about adjectives  Get students warmed up with how to use adjectives  To get students using adjectives to describe things  To have students actually create descriptive sentences.  To have students connect the ability to describe and use adjectives with things they like and are important to them  To have students share their likes with their classmates while practicing describing something. |

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| **Additional possibilities:** |

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| **Homework/Further work:** |

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| **Group:** ESAL 250 | **Date:** | **Time:** 120 | **No. of students:** 8 |

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| **Recent topic work:** Favourite thing | **Recent language work:** adjectives and describing |

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| **Aims:** Using descriptive language to explain words or ideas |

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| **Objectives:** Students will be able to get across information using descriptive language |

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| **Assessment:** worksheet completion, students participation in discussions |

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| **Materials:** Worksheet of descriptive sentences |

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| **Anticipated problems:** |

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| **Timing** | **Teacher Activity** | **Student Activity** | **Success Indicators** | **Aims of the stage** |
|  | Ask students what we studied last time, supply more description of the last class where students are unable to think of it.  Review describing by showing them pictures and asking them to describe what they see  Explain the idea of descriptive sentences to students, and ask them to think of and share examples of what ways we could use them  Write “The sky became a wonderful pink and orange colour as it fell slowly.”, and ask students to guess what “it” is. After doing this, pass students worksheets with descriptive sentences and have them work together to try and figure out what is being talked about in each sentence.  Review the answers with the students    Have students think of some words or phrases in their native languages that don’t have an English translation and try to write descriptors for it, then using what they have written and other ideas they may come up with while talking, they will get into groups of 3 or 4 and communicate these ideas to their group mates. Students can ask each other questions about the words/phrases, how to say, it’s usage, or comment about how in their home language they might have a similar word.   After talking with their groups, come back as a class, and have groups share 1 or 2 ideas with the class, and teacher should write down these words themselves to use in the next class. | Students will think back and recall what was covered last class  Students will describe what they see in the pictures  Students will think about the meaning of descriptive sentences, asking questions if needed, and share some of their own ideas.  Students will guess what the “it” in the example sentence is, and then do the worksheet as a class before the teacher provides the answers  Students will come up with words/phrases from their L1 languages, makes notes about how they could explain it, then share them with their group mates, and ask each other questions and talk  Students will choose some ideas their group mates brought up and share with the class | Students will remember what we did last class  Students will provide descriptions of the pictures using any adjectives they know  Students will give ideas of what they can use descriptive sentences for  Students will talk and discuss the sentences in the worksheet, and figure out as many answers as they can  Students will come up with at least one word or phrase, then engage with their group mates with talking about their own words and their group mates. | To have students thinking about what we covered  To have students warmed up using adjectives and descriptions  To get students thinking about descriptive sentences  To have students try taking in descriptive sentences and learning what they are talking about  To have students connect the usage of descriptor sentences to their own language and use the idea practically. |

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| **Additional possibilities:** |

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| **Homework/Further work:** |

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| **Group:** ESAL 250 | **Date:** | **Time:** 120 | **No. of students:** 8 |

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| **Recent topic work:** describing words/phrases from native languages to communicate the meaning to others | **Recent language work:** Using adjectives and descriptors to try and communicate ideas |

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| **Aims:** describing what is happening in pictures and videos |

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| **Objectives:** Students will be able to describe pictures and what situation they believe is happening, and able to describe what happens in a video clip |

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| **Assessment:** taboo word list,students describing pictures, students creating descriptions of video clips, sharing descriptions of video clips |

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| **Materials:** list of students words from last class, pictures, a music video, phones/computers, Worksheet for students to write details of video clips, Mr. Bean video clips |

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| **Anticipated problems:** |

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| **Timing** | **Teacher Activity** | **Student Activity** | **Success Indicators** | **Aims of the stage** |
|  | Write some of the words that students had described from the last lesson about words from their native languages, and have students describe them to the class  Warm up using the game taboo, putting students in groups of 3 or 4, taking turns coming to the front and selecting a card that will give them a word to try and have their teammate guess. They have 45 seconds to try and have their teammate try and guess as many words as possible, receiving a point per successful word. Make sure they understand to avoid using the word, spelling it out, or using gestures, just words. Play for a few rounds so each team member has had a chance as the guesser.  After the warm up, tell students that they will try using what they learned about descriptors to try and describe what they see in pictures and videos. The important part is not to just describe what they see, but also what they think is happening. Show some pictures on the projector, and ask the class to describe what they see, and what they think is happening.   After practicing as a class, put students get into groups of 2 , and give them a different set of 3 pictures each, and tell them that like when they came up with words in their native language to describe to their classmates, they will make notes about these and describe one of these pictures to their classmates  When it is a groups turn, the teacher will put the set of pictures they were given up on the projector, each labeled A, B and C. Then the group will describe one of the pictures, and the other groups will guess if it is A, B, or C. Then have the group say which is the correct answer.  For the next activity, show students a clip of a music video, and ask them what they think is happening.  After listening to students ideas, tell them that they are going to watch video clips with a group, take note of what is happening so that they can describe what happened in the video to the groups later. They should try and get descriptions of what is happening, what the characters are like, and what is funny, making notes and discussing with each other in preparation to share it with other group members. Put the students into groups of 2-4, and have students bring out a cell phone or computer, or provide a computer for students to use if able, to watch the clip on, and send them the link to their groups Mr.Bean clip or put it on their device.   When time is up, use the jigsaw strategy and have students explain their Mr. Bean video clip to the members of the other groups.  After students have had time to share their clips and discuss them, watch some or all the clips as a class depending on time, and see if they can match the clip to the student that described it to them. | Students will describe the words/phrases the teacher writes on the board  Students will play taboo, trying to get their teammates to guess words while adhering to the rules.  Students will look at the pictures provided, and give descriptions and ideas about what is happening  Students will look at pictures, makes notes about what they are seeing and what is happening in the picture.  The group will choose one of their pictures and describe it for the other groups to guess, and groups not describing will attempt to guess what picture is being described  Students will watch the video then give their opinions on what they see happening in the music video  Students will get into groups, using one of their member’s phone or computer, or a provided computer, and watch the clip at the link provided, making notes and discussing with each other.  Students will take what they discussed with their group mates to the other groups and explain what their video clip was about  Students will compare what they heard from their classmates and see if they can guess which classmate described the current clip | Students will recall what the words/phrases mean and share with the class  Students will be active in giving their teammates hints  Students will share their descriptions of the pictures and describe what they think is happening  Students will be discussing their pictures and making notes about them  Students will be able to describe their pictures so that other groups can guess what picture they are talking correctly  Students will engage in discussion about the music video  Students will watch the video, discuss what is happening, and decide on the situation that is happening in order to share it  Students will share what they watched and the listeners will formulate ideas about what the situation in the clip was  Students will make guesses as to who was describing the clips | To help students recall ideas we covered last class  To get students in the mindset for describing things and recalling what they’ve learned so far  To get the students used to describing not only what they see but a situation as well  To get students practicing how to describe a situation so they relay that information to others  For students to practice describing as well as listen to a description in order to guess the picture correctly  For students to look at a video and apply what they practiced with describing pictures to videos.  For students to gather information they think will help them to describe and explain the video clip  For students to communicate what they say int eh video in away that listeners will be able to grasp an idea of what they saw, and for the listeners to be able to understand what the speaker is saying and put together what the video clip is about  To test students understanding of what they were told and their ability to communicate what was happening int eh clips |

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| **Additional possibilities:** |

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| **Homework/Further work:** |

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| **Recent topic work:** | **Recent language work:** |

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| **Aims:** |

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| **Objectives:** |

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| **Assessment:** |

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| **Materials:** |

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| **Anticipated problems:** |

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| **Timing** | **Teacher Activity** | **Student Activity** | **Success Indicators** | **Aims of the stage** |
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| **Additional possibilities:** |

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| **Homework/Further work:** |