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| **[ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing** |
| **Topic: My Buddy, Adjectives** |

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| **Instructor:****Stella** | **Level:****Upper Beginner** | **Students:****12** | **Length:****50 Minutes** |

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| Materials: -Board and markers-Pencils-Drilling Wall Chart on Board(Adjectives :How many, What sounds, Describing the nouns…etc)-Pictures of restaurant and Street, One example of funny caption-Worksheet of Adjectives(3copies each group) |

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| Aims: - Students identify adjectives by pre-activity and Main activity - Students will learn how to use correct adjectives in sentences by completing the activities |

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| Language Skills:Listening Skills – Teacher’s instruction and explanation, Student’s discussion & presentationWriting Skills - Writing captions(adjectives) on two photosReading Skills - Drilling Wall Chart instruction and read pictures. Speaking Skills -Drilling The Wall Chart repeat after Teacher, responding to teacher CCQs & questions, Discussion to make captions |

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| Language Systems:Phonology – DrillingLexis –Meaning of AdjectivesFunction – DescribingDiscourse –Discussion |

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| Assumptions:All Students know many different kinds of adjectives.All Students can learn grammar structure more effective by making captions.All Students enjoy the game |

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| Anticipated Errors and Solutions:- Students may not have enough time to finish the lesson.Solution: – cut-off plan (Pre-activity).- Students may not understand clear in meaning. Solution: - Provide more examples.- Students may have a hard time to do a group activitySolution : Show a direct examples of the group activity |

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| References:None |

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| **Lead-In** |
| Materials:- Board and Marker- A Newspaper- Drill Wall Chart(Adjectives : many, What sounds, Describing the nouns…etc)- Tape |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min5mins | Wholewhole | Student greeting teacherSs response | Greeting(Pretend to reading a newspaper)-Throw the newspaper away and say “Why all the captions are are boring? I don’t want to read it anymore!” (Put the caption of article -This is a restaurant- and put it on the board) -Finish the Teacher’s story (Example: why I can’t see interesting words in the newspaper?)-Ask students: What kind of captions want to see from newspaper or books? ☞Eliciting student’s stories for 3 minutes |

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| **Pre-Activity** |
| Materials: -Drilling Wall Chart on Board(Adjective is a word that describes a noun, Example : The *smelly* man went into the restaurant)-Markers and Board, Tape-Worksheet of Adjectives(3copies each group) |
| Time | Set Up | Student Activity | Teacher Talk |
| 7mins3mins5mins2mins | WholeIndividualWholepair | Ss see and just listen Ss responseEach S listen carefully and respond creativeListen and respond in pairsFinish pair work  | Introduce Teacher’s job and tell about Adjective Put a grammar chart on the board : Adjective is a word that describes a noun, Example : The *smelly* man went into the restaurant)Read sentences and after ask them repeat. After individual repeat.Handout the worksheet to students and let them find the adjectives as many as they can in pair for 3 minutesCCQ: How many adjectives did you find?Ask how many words they found and make them present ( Teacher will pick only 3 students)  |

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| **Main Activity** |
| Materials:- Paper and Pencils- Pictures of restaurant and Street, One example of funny caption- Board, Marker, Tape |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins10mins8mins | WholeGroupGroup | Ss listen to teacher and groupingStudents answerSs respond, discuss and do make captionsStudents write down their captions on the board | Grouping (3 groups) : I want you to make 3 groups (4,4,3 people each group) Handout pictures of article ( I won’t give them captions of article before students think about it)CCQ: What is this place?What do you think the people are doing? Why? Make them create fun captions and make a fun story with adjectives for the pictures for 5 minutes to 10minutes in group.Observe and check students if they have any problems with activity.Teacher ask students to write down their captions on the board and give positive feedbackCCQ: Well done. Did you enjoy making captions and stories? |

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| **Post Activity** |
| Materials: - Board, Markers |
| Time | Set Up | Student Activity | Teacher Talk |
| 1mins3min1min | GroupWholeWhole | Ss respondStudents respond and add or change the word to make funnier captions.Listen and take note. Write assignment on notebooksSs Respond | Give positive feedback. Check Ss understanding again. Ask random students to change other group’s caption to make it funnier.Give Ss follow-up assignment and write on the board “Describe Your Personality With Adjectives” CCQ: What is your homework assignment?Good-bye |

Where Is My Buddy, Adjectives!(Pre activity)

One sunny morning Miss Nancy took a long walk.

She walked with her big and cute dog Coco. Coco is her lovely pet and good friend. Anyway, she puts warm sweater on coco and hold the expensive leash in one hand and a shiny, red apple in another hand. After One precious hour, Miss Nancy felt hungry. So she went in her beautiful, cozy house. She ate the apple and it sounded crunchy as crispy chips. Nancy also drank some delicious hot chocolate.

The tired, cranky toddler had a nap.

The little, black and white, spotted dog ran home.

The tall, smelly Stella went to school.

The crazy, loud Class 87 is so tired after micro teaching

**Pictures for captions**

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My Example of Funny Caption



= Everyday I’m shufflin’

= This story’s about a lonely old man who is dancing in front of many dangerous police.