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| Listening  Speaking Reading  Grammar Writing |
| **Topic: Who’s who in the family?** |

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| Instructor:  Janet Hong | Level:  Upper-Intermediate | Students:  16 | Length:  30 Minutes |

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| Materials:   * 2 A4 sized pictures of family for eliciting& vocab review (nuclear & extended family) * Family vocab matching worksheets (16 copies) * Written description of 4 people (2 sets for easier reading for all members in groups) * White board & markers * Blank A3 paper, color pencils, and tape: Main activity * Blank A4 paper for description: Post-activity (4 sheets) * Blank A4 paper for drawing family tree: SOS activity (16 sheets) |

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| Aims:   * To build a knowledge of language that will facilitate development of greater reading ability through reading activities that are relevant to family * Students will be able to understand the main idea by skimming (Top-down Model) the reading passage * Students will be able to understand the details by scanning (Bottom-up Model) the reading passage * To learn vocabulary and expressions of one’s appearance and character and relationships within a family by completing a vocab matching worksheet, doing ‘Who’s Who in the Family?’ activity, and writing and guessing a description of a classmate * Time management * Pace keeping * Confidence building * Better understanding of, more interaction with students |

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| Language Skills:   * Reading: Students will read and complete vocab matching worksheet and one of the 4 descriptions of a family member to draw that member accordingly in groups * Listening: Students will listen to teacher’s instructions for each activity and explanation of new vocab words, group members’ idea during discussion, and presentation of description of one of the classmates * Speaking: Students will discuss and compare answers within groups and read out loud (present) description of one of classmates for guessing * Writing: Students will write a brief description of one of the classmates in groups |

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| Language Systems:   * Lexis: Vocabulary and expressions used in describing people’s appearance and relationships within a family * Function: Expressing opinion & reaching an agreement within group, writing a description of someone without saying who that person is * Discourse: Group discussion * Phonology: None to discuss * Grammar: None to discuss |

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| Assumptions:   * How the class is set up and run (4 students per group, ‘English-only’ policy) * Teacher’s style of teaching and the pace of the course * All students have a family * All students are familiar with the term and concept of ‘family’ * Students are able to express their ideas with occasional errors * Students are able to vary language form to suit the situation |

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| Anticipated Errors and Solutions:   * Students may not be able to follow and comprehend reading material easily   🡪Discuss paragraph together   * Students may not be able to pick up all the details for drawing part of main activity   🡪Go over the details of paragraph together   * Students may need more time to work on the worksheet   🡪 If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of having students helping other non-finished groups  -If time is short,  🡪 Cut post-activity discussion short and only ask 2 groups to present and read out loud their written description of classmate for the whole class to guess   * If students finish their tasks earlier than anticipated,   🡪 Do SOS activity (interviewing and drawing a family tree of partner’s family) |

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| References:   * Wikipedia.org: <http://www.wikipedia.org> * Dictionary.com: <http://www.dictionary.com> * Physical description: <http://chagall-col.spip.ac-rouen.fr/IMG/didapages/description/index>.   html |

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| **Lead-In** | | | |
| Materials: n/a | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class |  | **1. What kind of people/who do you go to when you want advice, encouragement or honest opinion?**  **2. Where did you wake up this morning? (Ask 2-3)**   * Who did you see when you woke up? * They saw you without makeup, in pajamas, with fuzzy hair but you were not embarrassed? Why?   -Try eliciting the word “family”, write word on board   * Do you have only one family in your lifetime? * Does every member have to live in the same house to be a family? (‘Kiruki dads’ in Korea) * Does everyone in this room have same family? * What does “she’s like a family to me” mean? * Can you and me be a family? How about me and my best friend of 15 years?   **OK. So today, we will read descriptions of members in a family. But first, we will learn some useful vocabulary words that relate to family.** |

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| **Pre-Activity** | | | |
| Materials:   * Family vocab matching worksheets (16 copies) * 2 pictures of family | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | In groups  Whole class | Family vocab matching worksheet | -Divide class into 4 groups, distribute worksheets  **This is a competition. You will work in teams. Read the definitions and match the correct vocabulary words in the box. Call out “we are done!” if you finish. You have 3 minutes.**  **ICQ**  What are you supposed to do?  Who are you working with?  How much time do you have?  Is this a race? What do you do when you finish?  -Monitor discreetly  -Answer students if they ask questions  -Give time warning (30 seconds)  -Give more time if needed (be flexible)  -Go around, check answers if they call out  -Ask ‘winners’ to help other groups  **Feedback & CCQ**  **OK, everyone well done! Was the worksheet difficult?**  **Let’s go over some of the words on the sheet.**   * Who are they? How about them? What’s the difference between these 2 families? (Show pics, stick pics on wall, make them spell nuclear and extended family) * What is my name (Janet HONG)? If I were to marry Johnny Depp, what will my maiden name be? (Answer: Hong)- a trick question * Is it possible to have more than 2 parents? * What do you call the person who makes a living for the family? Can a mom be a breadwinner? |

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| **Main Activity** | | | |
| Materials:   * 2 A4-sized pictures of family for eliciting, vocab review (nucleus & extended family) * Descriptions of 4 family members (this is also a Jigsaw activity as each group will be in charge of one family member, and it will eventually create a whole family all together- a nuclear family of 2 parents, 1 daughter and1 son) * White board & markers (preferably with many different colors) * Blank A3 paper for drawing family members (4 sheets) * Color pencils and tape | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min  3 min | In groups  Whole class | Who’s Who in the Family? | -Write some keywords on the board, elicit & ask CCQ   * Ponytail: Can women with short hair have a ponytail? Can men have a ponytail? * Buzz cut: What tool would you use to get a buzz cut? Who would wear a buzz cut? * Dimples: Can you have dimples on your head? On your teeth? (Only on soft parts of body) * Freckles: Does everyone have freckles?   **\*\*Skimming**  **Do not flip the paper until I tell you to. You will have 1 minute to skim through it and get a general idea of what the text is about.**  -Distribute 4 descriptions of family members, one per group (face down)  ICQ  What are you supposed to do?  How much time do you have?  Go! (Count down seconds, 15 second mark)\*\*  **\*\*Scanning**  **Flip the page back. I will now give you 45 seconds more. This time, scan through and try to look for physical traits that the person has. Please underline those physical traits as you read.**  ICQ  How many seconds do you have?  What are you supposed to do?  Go! (Count down seconds, 15 second mark)\*\*  **OK** (get students’ attention). **Now, you will do two things. First, draw a picture of the person on the sheet of paper based on the physical traits that you have found and underlined. Draw it BIG! Second, write down the key traits next to the drawing. Read the text again if you need to and use color pencils. This is a group work so discuss with your group members. You will have 4 minutes.**  ICQ  What two things do you need to do?  How many minutes do you have?  Can you use color pencils?  Go!  -While the students are working, draw a picture of a big house with 4 rooms, numbered 1~4. Write ‘The Smith’s’ on the board as title.  -Count down seconds (30 seconds)\*\*  **Well-done guys. Now, pick a group member to come up to the front and stick the picture on the board. Also, tell us about the key traits.**  **Feedback &CCQ**   * Who do you think s/he is? (Do all for 4 people) * Do you think they are well represented based on the traits? * (Pointing at the picture on the board) What kind of family is the Smith’s? (Nuclear family) * Is it the same form of family as this one? (show pics) * What are some other possibilities of who she can be? * (Mom: aunt, stepmother, mother-in-law) * Would it still be a nuclear family if an aunt were to live with them? |

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| **Post Activity** | | | |
| Materials:   * Blank A4 paper (4 sheets) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min  3min | In groups  Whole class | Discuss, write a description of a classmate  Guess the person as whole class | **Now we are going to try something new. This time, YOU will write a description of someone in this class. It could be physical or personality traits. Don’t tell other people who you picked; it’s a secret. Discuss only with your group members. Then, other groups will try guessing who the person is. I will give you 5 minutes.**  ICQ  What will you do?  How many minutes will you have?  Is this a group activity?  Go! (1 minute count down)\*\*  **Feedback**  **Who came to class first today? Can you pick a group to go first? Group OOO, can you read your description for us please?**   * **At the beginning of class, what did we talk about?** * **What was “s/he is like a family to me” mean? I hope that our class would be like a family to each other at the end of this month too.** |

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| **SOS Activity** | | | |
| Materials:   * Blank A4 paper (16 sheets) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | In pairs | Draw your partner’s family tree | -Draw a diagram of family tree on board  CCQ   * What is this? (Family tree or genealogy: study of history of family) * What can you know from it? * Why do people draw this?   **Interview your partner about his/her family. Ask them how many aunts, uncles, cousins, siblings…etc. s/he has. Then, draw a brief sketch like this (point) on the paper. Be ready to present afterwards. You will have 5 minutes.**  ICQ  What are you supposed to do?  How many minutes do you have?  Go!  -When they are done, ask 3-4 students to share one’s partner’s family tree in class |