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| ■ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Talking about Personalities** |

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| Instructor:  Chang Ho Isaac Yoon | Level:  Intermediate | Students:  8 | Length:  50 min |

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| Materials:   * Board and Markers * Audio File and the device to play it (ex. computer) * Audio Script for each student * Worksheet (Chart & Questions) for each student |

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| Aims:   * Students will learn various vocabularies that are describing personalities * Students will get more familiar with the simple past by using “I wish I was…” grammar * Students will improve their speaking and listening skills through brainstorming, problem-solving, and role play |

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| Language Skills:   * Listening - Audio File, Teacher’s explanation, Partner discussion * Speaking - Partner discussion * Reading - Audio Script, Question Sheet * Writing - Filling the chart, Answering the questions |

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| Language Systems:   * Lexis - Learning vocabularies about personalities * Grammar - Learning the simple past using “I wish I was…” * Function - Practicing how to use the vocabularies and the grammar from the class * Discourse - Partner discussion |

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| Assumptions:   * Students know some of easy words about personalities such as kind, mad, etc. * Students know how to introduce their family members or friends. * Students can speak and write English, but not always accurate. * Students know they have to speak English only in the class. |

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| Anticipated Errors and Solutions:   * Some students may have difficulties in listening to the audio.   - Repeat the audio one more time and while repeating, write the names on the board  who the speaker from the audio is talking about.   * Some students may need more time on partner discussion.   - Give them more time (few minutes) and try to ask them where they are stuck.   * The whole class activities may be done earlier than planned. (SOS Activity)   - Give students extra question work sheet. |

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| References:  Miles Craven - Listening Skills : Talking about People  Binder P. 63 to P. 68 |

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| **Lead-In** | | | |
| Materials:  Board & Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 mins | Whole Class | Listening and Answering to Teacher | Hello, Class! How are you today? As Spring comes, Pollen is really annoying for those people with allergies to it. Has anyone heard this word ‘annoying’?  (Write ‘annoying’ on the board.) It means troublesome, bothersome, irritating etc. Like this annoying, there are many adjectives we can use to describe the someone’s personality. |

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| **Pre-Activity** | | | |
| Materials:  Board & Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 Mins  2 Mins  3 Mins  3 Mins | Pairs  Whole  Class | Brainstorming in pairs to list as many adjectives as they can that describe personality  Each pair calls out in turn what they have found  Put (+) or (-) next to the words  Tell teacher the answers | Let’s think about all different adjectives which could be used when we describe the personality. Please work in pairs.  Ok, please tell me what you guys have found.  (Write the words found by students on the board)  (Mark the word stress and review pronunciation)  Now let’s find which words are positive and which words are negative.  Instruction  Tell students to put a plus sign (+) next to the positive adjectives and a minus sign (–) next to the negative adjectives.  Demonstration  Put (-) next to “Annoying” on the board.  CCQ  What is positive and negative?  Is Annoying negative?  Let’s check what we have.  (Ask student the answer of the each word first, and put + or - next to all the words on the board, and explain why)  Next, we will listen to the audio file about the family members and their personalities. |

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| **Main Activity** | | | |
| Materials: Audio file & the device to play it (ex. computer), Recording script and Worksheet for each student | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 to 8 Mins  5 Mins  5 Mins  5 Mins  5 Mins | Whole  Class  Pairs | Listen to the audio and try to complete the chart while listening  Answer to the teacher  Discussing about the questions on the worksheet  Answer to the teacher in turn for each question  Try to listen to the recording and note two sentences that Rebecca says using **“I wish I was”** construction | **I. Skimming for the Main Idea**  (Write the guiding question on the board)  Think about your family members. What are their personalities?  Now, you will listen to this young woman named Rebecca describing various members of her family, as well as herself.  (Give each student a worksheet with the chart and the questions)  Have a look at the chart on top first and think about what she might try to speak.  (Give students 1 or 2 mins to think about.)  Instruction  Alright, listen to this and try to complete the chart while listening.  CCQ  Will Rebecca talk about what?  How many family members are there including Rebecca?  (Play the audio file.)  Does anyone want to listen it again? Please feel free to ask.  (Repeat playing one or two times if student wants.)  Ok, let’s complete the chart together.  (Check if everyone has done completing the chart and ask random student about the blank)  **II. Scanning for Details**  Instruction  Please read the questions first and discuss about it in pairs. Let’s listen to the audio again and I will give you 5 mins to discuss.  CCQ  What are you talking about now?  What are you going to do?  How much time do you have to discuss?  (Play the audio file.)  Let’s talk about what we have here.  (Go through each question and let each pair answer in turn.)  (Write “I wish I was…” on the board.)  Using “**wish”** with the simple past is for things that you would like to change at the present time.  Instruction  We will listen to the recording again, try to catch the sentences that Rebecca uses this construction. Write down the sentences.  (Play the audio.)  Have you found any?  (Ask random pair to answer and write the answer on the board.) |

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| **Post Activity** | | | |
| Materials: Board and Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 Mins  10 Mins | Whole  Class  Group | 1. Think of 3 close people  2. List 2 personalities each and try to make one positive and one negative  Tell the group about those personalities and explain why | **I. Free Production**  Instruction  Please note the names of three people you know well, either family or friends, and make a list of two personalities adjectives to describe each person. Think of one positive and one negative for each person. Also try to give a reason to your choice of the adjective.  Demonstration  (Write down the example on the board)  James - My Brother  Amusing - he loves to tell jokes  Selfish - he only thinks about himself  CCQ  What are you thinking about?  What do you need to list?  Instruction  Ok, have you guys done? Let’s talk about what you have thought of in group of 4. Tell other members about your people and the reason why you think like that. Also try to say what they would like to be different about each person. I will give you 10 mins.  Demonstration  (Write an example on the board)  “My brother’s name is James. He’s amusing because he loves to tell jokes. I think he’s selfish, though, because he never thinks of anyone but himself. I wish he wasn’t so selfish.”  CCQ  Who do you talk to?  What will you do?  How much time do you have?  **II. Feedback**  How was the class today?  What did you learn?  All of you had a great job today and I hope you enjoyed the class today. |

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| **SOS Activity (in case you finish more quickly than you thought)** | | | |
| Materials: Board and Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  | Group | 1. Students list three adjectives describing themselves and give reasons why  2. Tell group about the each personality and ask each other if they agree with it or not | Instruction  List three adjectives which describe you well and reasons why you choose those. Please share your ideas with other members in the group and ask them if they agree with you or not. Also try make a sentence using “I wish” about yourself and tell the group about it  Demonstration  (Write an example sentence on the board)  I wish I was more confident.  I wish I wasn’t so fussy.  CCQ  What are you going to do?  How many adjectives do you need to list?  Who do you talk to? |

**Recording Script**

Rebecca:

Well, there are four people in my family. There’s me: my name’s Rebecca and I have a brother, Brad. My mom’s name is Judy and my dad is Bill. We’re all very different.

My mom is always sympathetic when we’re upset or worried about things: we always talk to her when we have problems. She’s also very even-tempered. She never gets mad or annoyed. I wish I was like her!

My dad, well, he’s really sociable. He has lots of friends, and he loves to meet people. I get really embarrassed, because he always talks to people in the street! But he’s really annoying sometimes, because he’s very stubborn. When he decides to do something, no one can stop him!

My brother Brad well, he’s really bossy. He always tries to tell me what to do. He’s also very argumentative. We have arguments every day. I wish he was a little more easygoing.

As for me, well, my friends say I’m really generous, because I like to give presents and help people. But I am a little moody: sometimes I get really annoyed and upset about things. So that’s my family.

**Worksheet**

**Complete the Chart**

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| **Name** | **Who they are** | **Personality, according to Rebecca** |
| Rebecca | the speaker | **d.**  and  **e.** |
| **a.** | Rebecca’s brother | **f.**  and **g.** |
| Judy | Rebecca’s **b.** | **h.**  and  **i.** |
| **c.** | Rebecca’s dad | **j.**  and  **k.** |

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**Answer the questions**

**1. Who does Rebecca go to when she has a problem?**

**2. Who has lots of friends?**

**3. Why does Rebecca get embarrassed at her father?**

**4. Why is Rebecca’s father sometimes annoying?**

**5. Why does Rebecca say Brad is bossy?**

**6. Why do Rebecca’s friends say she is generous?**

**7. Who does Rebecca wish she was like? Why?**