

Lesson Plan N°8

Date:
Level: Common Core
Materials: Textbook, BB, chalk, visual aids & handouts
Sources: Visa To the World & sundry websites.

Unit: I-Personal Relations
Component: Functions
Time allotted: 55 mins.

Standards: COMMUNICATION: SS exchange information about their favorite family members and celebrities.
 COMPARISONS: SS internalize difference between different functions as to describing people.
 COMMUNITIES: SS precisely describe their family members and help their peers imagine what they are like.

Objectives & Competences: By the end of this lesson, students will be able to:

- Describe people's appearance and character.
- Exchange personal information about their family members.

Phases	Stages	Timing	Procedure	Rationale	Work Mode
Lead-in					
Opening	Warm up Review	5 mins 5 mins	Greeting the SS+ potential incidental debate SS introduce themselves, going into more details: name-age-family-favorite family members... Announcing lesson objectives: By the end of this lesson, you will be able to describe people's appearance & character.	SS are prompted with the teacher's questions to talk about themselves and their families	T-SS
	Preparation	5 mins	The T lets SS ask each other <ul style="list-style-type: none"> • Who are you? • How old are you? • Do you live in small or big family? • Who's your favorite family member? • How old is s/he ? 	The SS review functions they learned in previous sessions	S-SS
Conscious-raising					
Skill-getting	Noticing	5 mins	SS do the exercise 6 on page 24.	It familiarizes SS with different adjectives of appearance and personality. It helps check SS' understanding about the meaning of the adjectives. It allows SS to internalize the difference btw the functions and the way they should be responded to.	Indiv. close Pairs
	Checking	5 mins	SS converse using the two functions and the adjectives in the table in Ex 6 and the ones in the handout : <ul style="list-style-type: none"> • What does your.....look like? • What's s/he like? 		
	Contrasting	5 mins	SS complete the dialogue with suitable verbs and question words. Jill: Hey, Sarah! We've got a new neighbor. His name is Mike. Sarah:is he? Jill: I don't know. Twenty, twenty one. Sarah:does he look like? Jill: He.....tall, and he short straight black hair and brown eyes. He.....really good-looking. Sarah:he like? Jill: I guess he.....friendly.		Indiv. work
Hypothesising					
	Practising	Recep. 5 mins	Use the expressions below and write an ordered dialogue between Mel & Jeff. - Yes, I do. - His name's Sam. - I think he's a year older than me. - What does Sam look like? - Oh! Let me tell you, he's very nice, kind and friendly? - I hope I'll meet him someday. - Yeah, sure. - How old is he? - Have you a friend? - What's his name? - Well, he's average height and slim, and he's got short wavy black hair and green eyes. He's handsome. - And what's he like?	This activity enables the SS to manipulate the functions more as they make efforts to write an ordered conversation out of the totally scrambled functions and components.	Indiv. Work
Experimenting					
Skill-using	Producing/ Applying	15 mins	SS respond, through conversations, to the situation suggested by T. • You meet a new friend, ask him/her about his favorite family/actor/actress/football player.....And in return, tell him/her about yours.	The activity boosts SS's confidence as they take risks to act out the situation before their peers.	S-S (Role-Playing)
Closing	Follow up	5 mins	Cultural Slot (page 24)	Raise SS' cultural awareness.	T-SS