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| Skill Objective #1 (Students will be able to…)Develop and extended lexicon of vocabulary to begin expressing shades of meaning  |
| Frameworks: S2.4b |
| Content Objective #1 (Students will know…)to identify and use adjectives that describe people’s personalities and appearances.  |
| Activitiesa. In groups of three, students will read a list of adjectives on page 8 and 14 in *Future*. b. Students will listen to two conversations (pages 8 and 14) and complete exercises using adjectives to describe personalities and appearances.c. Students will practice pronunciation of adjectives.d. Students will practice the conversation in pairs.e. Students will learn the rules of “and” and “but.” f. In groups of six, students will say aloud one sentence about themselves using *and* or *but* (I am tall and thin). Students must repeat what other students said before stating their own sentence. g. In the same groups, students will learn the rules of *too* and *either*. Students will then write six sentences about their group members using *and* with *too* or *either* or *but*. h. In pairs, students will receive a picture of a person. In their blue books, students will describe that person’s appearance and personality.  |
| Materials: *Future 2*; pg 14- 17 |
| Assessment #1: HW in the workbook, pages 8-9.Wrap Up Reflection: Students will read their descriptions aloud and turn in their blue books. Students will answer the objectives on the board: *Can you describe personalities? Can you describe appearances? Can you use “and” and “but” in a sentence?*  |

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| Skill Objective #2 (Students will be able to…)Listen and understand short connected statements/ask & respond to questions on familiar topics when spoken at a moderate rate |
| Frameworks: L1.4b |
| Content Objective #2 (Students will know how…) Family (i.e., describing family members, talking about the tasks and roles of family members, parenting in the United States and their native country, vocabulary expansion, etc.) |
| Activities1. In the computer lab, pairs of students will complete the worksheet *Vocabulary review: Adjectives* on the overhead projector.
2. Students will connect to reepworld.com. Students will click on *English Practice for Beginners*. Students who need help using the website will begin by clicking on *How to Use this Website.* All other students will begin with *Family Lessons*.
3. Students will start by clicking *Introduction* on the door icon. Students will listen and then click on *Hanna’s Story*.
4. First, they will watch the story. Then, they will proceed to do the steps in order (*Listen, Practice, Review,* and *Lifeskill*)
5. Once the students have finished Hanna’s story, they will continue on to Sara’s story.
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| Materials: <http://azargrammar.com/materials/beg/BEG_Vocab.html> [www.reepworld.com](http://www.reepworld.com); computer lab; headsets |
| Assessment #2: Students will complete the handout that prompts them to create their own “story,” similar to the stories on reepworld.com |
| Wrap Up Reflection: The teacher asks the students what they learned from the website.  |

Class: ELLB2 Teacher: Jennifer Barrett

Lesson: Describe personalities/appearances Date: 2/2/2015