

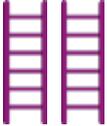


# Lesson plan

## Upper-intermediate vocabulary lesson

Varinder’s lesson at International House, Oxford focuses on the vocabulary of describing people. Many thanks to Varinder Unlu for sharing her original lesson plan and resources with us. The lesson can be seen on the *Teachers at Work* DVD which accompanies *The Practice of English Language Teaching* book, and the Lesson observation worksheet for this lesson is available on this website.

<b>Level:</b> upper-intermediate	<b>Lesson type</b> Lexis/speaking
<b>Lesson length:</b> 70 mins	
<b>Main Aim/s:</b> To improve students’ knowledge of adjectives to describe appearance and character To revise and consolidate students’ existing knowledge of lexis related to describing people	
<b>Sub Aim/s:</b> To practise speaking in the context of describing people To highlight the difference between use of <i>like + ing</i> and <i>like(s) to + infinitive</i> versus <i>looks like</i>	
<b>Objectives:</b> By the end of the lesson: <ul style="list-style-type: none"> <li>• Students will be able to talk about a person’s character and appearance using adjectives to describe them</li> <li>• Students will be able to identify adjectives that are positive and negative to describe people</li> <li>• Students will learn and be able to use some colloquial character/appearance adjectives appropriately</li> <li>• Students will have an increased knowledge of adjectives for describing people by the end of the lesson</li> <li>• Students will be able to differentiate between “what’s he/she (look) like?” and “what does he/she like doing/to do?”</li> </ul>	
<b>Personal aim/s:</b> To put students at ease as the lesson is being filmed To use differentiation if the class is of mixed ability/level and give every student the opportunity to participate equally To keep students motivated and interested in the topic	
<b>Assumptions (what do the students already know or have studied before):</b> Students will have some prior knowledge of lexis to describe character and physical appearance Students will know <i>like + ing</i> and <i>like + to</i>	
<b>Materials (including source):</b> Own handouts, paper, pens, magazines, IWB and whiteboard	
<b>Anticipated difficulties and solutions:</b> Students may not know the band – explain who they are/show picture Students are being filmed and may not behave as they would normally	

Stage/Aim	Procedure	Time	Interaction
<b>Warmer</b>	<p>Draw two “ladders” on the board and divide class into two teams.</p> <p>Explain that sts from each team have to come to the board and write in each rung of the ladder.</p> <p>Explain the rules: the next word has to start with the last letter of previous word, do not write the same word twice, make sure the spelling is correct, and do not copy the other team. I will write the first word on w/b.</p> 	5 mins	T-Ss S-Ss
<b>Lead in/test</b> To find out how much target lexis students already know. To consolidate students existing knowledge of adjectives to describe people.	<p>Tell sts that they are going to hear two people talking about their favourite band. Ask them to listen for who Tara likes best and who Helena likes best and why.</p> <p>Show students a picture of the band described in the listening and ask them if they know who they are and if they like them or not. Students work in groups of three. Ask sts to work in groups of 3 and tell each other who their favourite band/singer is and who their favourite band member is and why. Feedback. Correct any pronunciation as necessary. Note down new lexis on board. Deal with emerging language.</p>	5 mins	T-Ss  S-S
<b>Teach</b> To introduce new lexis to describe character and physical appearance.	<p>1. Hold up handout 1 with adjectives and explain that sts have to put the adjectives in the correct box depending on if it is positive or negative. Sts work in pairs. One does the positive and the other the negative and then sts check their answers and correct each other if they think their partner is wrong. Feedback and check pronunciation and drill any words sts have difficulty with.</p>	10 mins	T-Ss S S-Ss
	<p>2. Board questions and get students to match up (handout 2). Feedback and concept check.</p>	5 mins	T-Ss Ss-T
<b>Test/controlled practice</b> To check if students use the adjectives correctly.	<p>3. Show students the handout 3 and explain that they have to complete the sentences using adjectives. Ask students to think of a close friend or a relative to complete the sentences. They can use the adjectives in the box below.</p>	5 mins	T-Ss S
To improve students speaking in the context of describing people.	<p>4. In groups of three students tell each other about their person. Tell sts not to read the description on the handout but to use it as a prompt only. The listening students can ask questions to get more information. Go round and check for errors/note down for correction after activity.</p>	5 mins	T-Ss S-Ss
	<p>5. Error correction (if needed).</p>	5 mins	T-Ss Ss-T

<p><b>Freer practice</b> To activate students existing knowledge and use the new lexis they have learned in the lesson.</p>	<p>1. Put students into groups of five. Tell them that they are record producers/talent scouts. They are going to create the perfect band (boy/girl/rock/pop etc.). I will be the judge and the winning group will win a prize (handout 4). In order to win they have to create a band that's different, use the language learned in the lesson, be creative and each member of the group has to have some input about the band during planning and presenting stage.</p>	<p>15 mins</p>	<p>T-Ss</p>
	<p>2. Give them paper, scissors and pens and magazines. Sts work together and create a band with profiles of each band member (describing their character and physical appearance). Tell sts that they have to give the band a name.</p>		<p>S-S</p>
	<p>3. Sts present their perfect bands to the rest of the class. Tell sts they have 5 minutes each.</p>	<p>15 mins</p>	<p>Ss-Ss Ss-T</p>

beautiful, slim, ripped\*, active, buff \*, smart, ordinary, tough, handsome, sensible, independent, peng\*, stupid, short, boring, attractive, ugly, thin, hot\*, ambitious, chubby, sensitive, loyal, fit\*, moody, scruffy, friendly, energetic, gorgeous, cute, confident, selfish, shy, stubborn, reliable, geeky, tall, intelligent, cool\*, inked\*, clapped\*



Physical appearance	Character
beautiful	sensible



Physical appearance	Character
ugly	selfish

\*colloquial/slang word

1. What's he like?
2. What does he like to do?
3. What does he look like?
4. What does he like doing?

- A. We ask these questions when we want to find out about someone's physical appearance.
- B. We ask these questions to ask about someone's hobbies or interests.
- C. We ask this question to find out about someone's character.

His/her name is \_\_\_\_\_.  
He/she...  
is \_\_\_\_\_ years old.  
is \_\_\_\_\_. (Nationality)  
speaks \_\_\_\_\_.  
is from \_\_\_\_\_.  
lives in \_\_\_\_\_.

He/she...  
[is single / married / divorced / widowed]  
[has a boyfriend / girlfriend].

He/she...  
likes \_\_\_\_\_ + ing.  
likes to \_\_\_\_\_.  
doesn't like \_\_\_\_\_ + ing.  
doesn't like to \_\_\_\_\_.

**What does he/she look like?**

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He/she ...  
is [tall / short] [fat / skinny]  
[has long / short hair] [has black / brown / red / blond /grey hair] [is bald].  
has [brown / blue / green eyes]  
has [a moustache / a beard]  
[has a piercing / a tattoo (is inked)].

**What is he/she like?**

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**The band profile:**

<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>	<b>Name:</b>
<b>Description:</b>	<b>Description:</b>	<b>Description:</b>	<b>Description:</b>	<b>Description:</b>