

Lesson Plan

Text

Book 1 Lesson 4 Your School Is Very Big

Topic

Talking about a person's appearance

Aims

Cognitive Goals:

1. To know how to use English to describe a person's appearance.
2. To know key words, such as "whose", "Chinese", "cousin", "gray", "curly", "sports", and "handsome".
3. To know two sentence patterns, such as "Is he a tall man?" and "Is the man tall?"

Psychomotor Goals:

1. To be able to use key words, such as "whose", "Chinese", "cousin", "gray", "curly", "sports", and "handsome".
2. To be able to use two sentence patterns, such as "Is he a tall man?" and "Is the man tall?"
3. To be able to discuss with others about a person's appearance for communication.

Affective Goals:

1. To like learning English.
2. To be willing to participate in the English class.
3. To be active in discussing a person's appearance with others.

Student

7th graders

Time

45 minutes

Materials

1. Worksheet 1-Talking about Teachers.
2. Worksheet 2-Two Great Singers & Two Great Cooks.
3. Worksheet 3-Basketball Players' Profiles

Introduction

1. This lesson uses the reading and writing extensive materials in the Kang-xuan English textbook and focuses on helping students understand a dialogue and write a short essay.
2. Helping students to develop their reading skills is important. In worksheet 1, after students read a dialogue together, there are five questions for them to answer.

Students learn to apply five reading skills to check their reading comprehension, such as main idea, scanning, skimming, synonym, and conclusion.

3. Helping students to develop their writing skills can be challenging. In worksheet 2, there is a sample essay and a mind map for students to discuss in small groups before they write their own essays. Students use worksheet 2 to plan and then write a short essay.
4. Assignment: Worksheet 3- Basketball Players' Profiles.

Procedure

1.Preparation(2)	<ul style="list-style-type: none"> ● Put students into groups of three. They can do all the activities in these groups. Students should be encouraged to speak as much English as possible when they discuss the answers to the exercises and write their short essays. ● Give each student a copy of worksheet 1 & 2. ● Introduce the reading and writing tasks.
2.Warm-up(3)	<ul style="list-style-type: none"> ● Greet the students (Ss). Ask Ss some questions: Is your PE teacher a handsome man? Is your Chinese teacher beautiful? How about your math teacher? How about your English teacher? Who is your favorite teacher? What is your favorite subject? ● Have Ss volunteers to express their ideas and jot down their ideas on the board. ● Tell Ss that we have learned the dialogue and reading of Lesson 4, and then we are going to read a dialogue of talking about teachers and a short essay about two great singers.
3.Vocabulary(5)	<ul style="list-style-type: none"> ● Introduce to Ss seven new vocabulary “whose”, “Chinese”, “cousin”, “gray”, “curly”, “sports”, and “handsome” with PowerPoint. ● Have Ss work in groups to review the vocabulary. ● <u>Questions for Group C</u>: English-Chinese translation of words. ● <u>Questions for Group B</u>: English-Chinese translation of words & Spellings.

	<ul style="list-style-type: none"> ● <u>Questions for Group A:</u> Make sentences with the vocabulary.
4.Reading(15)	<ul style="list-style-type: none"> ● Students read the dialogue together. ● Check students' understanding: Have Ss volunteers to express their ideas. <u>Reading comprehension questions for Group C:</u> What does Ms. Hsieh teach? What does Mr. Hill teach? What does Mr. Edwards teach? <u>Reading comprehension questions for Group B:</u> Who is Pete? Are Pete's cousin and Jen in the same class? Mr. Hill has gray hair. Is he a young man? Can Miss Kelly play sports? Is Pete in Miss Kelly's class? Is Mr. Edwards handsome? ● Multiple choice: Have Ss volunteers to express their ideas. Ask Ss volunteers to explain why he or she chooses the answer. ● <u>Mind Map & Summary for Group A:</u> <ol style="list-style-type: none"> 1. Guiding questions: Who is talking about his or her teacher? How many teachers are there in the dialogue? What subjects do the teachers teach? How do the teachers look? 2. Making a summary about the dialogue according to the mind map.
5.Writing(15)	<ul style="list-style-type: none"> ● Read the short essay in worksheet 2 and ask Ss to repeat it after the teacher. ● Have Ss work in groups to review the essay, finish the mind map, and practice writing "Two Great Cooks" together. ● Task 1 for Group B: Read and translate the sentences in the sample essay. ● Task 2 for Group C: Q&A about the mind map.

	<ul style="list-style-type: none"> ● Task 3 for Group A: Present the essay “Two Great Cooks.” ● Challenging Task: Who is your favorite teacher/singer/cook? Why do you like him or her?
6.Wrap up(5)	<p>Review: Ask Ss some questions about the vocabulary, the dialogue, and the short essay.</p> <p>Assignment: Distribute Ss a worksheet “Basketball Players’ profiles.” Encourage Ss to read the profiles and answer the questions.</p>

Contributed by

Jian-Feng Lin