

LESSON TITLE	DATE	CONTEXT
Adjectives and Nouns	12/10/2024	Proficiency Level: Novice-Low to Novice-Mid Age: Adult Number of Students: 17 Purpose for Learning English: Academic or Professional Necessary prior knowledge: Predicative Adjectives
OUTCOMES		OBJECTIVES
1. Generates target grammar form in isolation 2. Uses target grammar to participate appropriately in simple conversation		1. Students will be able to use appropriate adjectives for nouns in the correct order to describe pictures.
MATERIALS		VOCABULARY
<a href="#">Google Slides</a> Paper + pencils Textbooks Phones <a href="#">Exit Ticket Papers</a>		<ul style="list-style-type: none"> <li>- Adjectives (on p. 138 of textbook and Slide 17)</li> <li>- Section: needed for the party planning activity.</li> <li>- Party: needed for the party planning activity.</li> </ul>
ASSESSMENT		
<b>Formative:</b> <ul style="list-style-type: none"> <li>- Student picture descriptions</li> <li>- Party Plan</li> <li>- Exit Ticket</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>- Unit quiz + speaking assessment</li> </ul>		
ACTIVITY	TIME	DESCRIPTION
Warm-up Question	3 mins	Talk to 3 people: What do you usually eat for dinner? (Use the simple present tense.)  I usually eat _____ for dinner.  Example: I usually eat chicken and rice for dinner.  This question gets students moving and engaging with the language.
Overview + Objectives	1 min	The purpose of this step is to communicate with students what they should expect out of the lesson and what will be expected of them.
Review: Identifying adjectives and verbs	3 mins	With a partner, students should look at the sentences in Slide 5 and identify the adjectives: <ol style="list-style-type: none"> <li>1. She is tall.</li> <li>2. He is funny.</li> <li>3. The students are tired.</li> <li>4. The family is sad.</li> </ol>

		<p>5. The cake is delicious. 6. The city is loud.</p> <p>The teacher should then ask students to volunteer answers for which adjectives they found. This preliminary step helps to activate prior knowledge of what an adjective is. Students learned about predicative adjectives (with the verb ‘to be’) at the beginning of the semester. Thus, they are already familiar with this construction. It will serve as priming for seeing attributive adjectives.</p> <p>After identifying the nouns, students are asked two questions:</p> <ol style="list-style-type: none"> <li>1) Which verb is used in all of the sentences?</li> <li>2) Where does the adjective go? <ol style="list-style-type: none"> <li>a) after the pronoun</li> <li>b) before the verb</li> <li>c) after the verb</li> </ol> </li> </ol> <p>Again, this serves to prime students for the attributive adjectives. It helps them to analyze the verbs present as well as the sentence position of the adjectives in this construction.</p>
Present: Act it out!	5 mins	<p>Next, students are shown the following 6 sentences with attributive adjectives.</p> <ol style="list-style-type: none"> <li>1. The tall girl sings.</li> <li>2. The funny man laughs.</li> <li>3. The tired students sleep.</li> <li>4. The sad family cries.</li> <li>5. I ate the delicious cake.</li> <li>6. He is going to the loud city.</li> </ol> <p>They will first focus on meaning by acting the sentences out. With their partner, students will take turns acting the sentences out while their partner guesses which sentence they are acting out. This helps students connect meaning to the sentences before analyzing them grammatically.</p>
Attention: Adjective-Noun order	3 mins	<p>Next, students are asked to work with a partner to identify the adjectives in the sentence. The students are all simple, so there is only one adjective, noun, and verb. Thus, students will be able to detect patterns quickly. This is ideal for the FA level, as more complex sentences may cause confusion.</p> <p>The teacher should then elicit student answers before showing the correct answers highlighted in red on Slide 10.</p>

		<p>Then, in pairs, students should identify the verbs in the sentences. Again, the teacher should elicit student answers before showing the correct answers highlighted in blue on Slide 11.</p> <p>Finally, students should work with partners to identify the nouns. The teacher will elicit student answers and then show the answers highlighted in green on Slide 12.</p>
Co-Construction: Adjective-Noun order	3 mins	<p>The teacher will then ask the following questions:</p> <ol style="list-style-type: none"> <li>1) Which verbs are used in these sentences?</li> <li>2) Where does the adjective go? <ol style="list-style-type: none"> <li>a) before the verb</li> <li>b) after the verb</li> <li>c) after the noun</li> <li>d) before the noun</li> </ol> </li> </ol> <p>The purpose of these questions is to help students recognize the patterns. The first pattern is that, while the other set of sentences all used the verb ‘to be’, these sentences have a variety of verbs. The other observation is that the adjectives in these sentences do not always come after the verb (as they did in the other set of sentences), but rather, they come before the noun. Because the students in this class are novice-low to novice-mid level, these guiding questions with options help students to think about the language while not getting too complex.</p>
Co-Construction: Predicative vs. Attributive Nouns	10 mins	<p>The teacher will then share the sentences the students first looked at with predicative adjectives compared with the sentences they then looked at with attributive adjectives.</p> <p>They will start by comparing the form, reiterating what they just observed in the last co-construction step. The teacher can ask the following questions:</p> <ol style="list-style-type: none"> <li>1. How do the sentences look different?</li> <li>2. Where does the adjective go?</li> <li>3. Does it go after the verb in example 1 and example 2?</li> <li>4. Where does the noun go in both examples?</li> </ol> <p>Next, the students will observe the meaning (slide 15). The teacher can ask:</p> <ol style="list-style-type: none"> <li>1. Is the meaning in Example 1 and Example 2 the same?</li> <li>2. What is the difference in meaning between “She is tall” and “The tall girl sings”?</li> <li>3. What more do I know about the girl now? Do I know what she is doing in Example 1? What about Example 2?</li> </ol>

		<p>Finally, the students will consider the use (Slide 16). The teacher can ask:</p> <ol style="list-style-type: none"> <li>1. When do you think we use Example 1 sentences? Is there a time when you think this is good?</li> <li>2. When do you think we use Example 2 sentences? Is there a time when you think this is good?</li> </ol>
Vocabulary: Adjectives	5 mins	<p>Now, students will turn to page 138 in their textbooks to look at Chart 5-3. It is also on Slide 17. It is a list of common adjectives. Students should choose one word from the list that you are not familiar with. They should then google the meaning of the adjective and think of an appropriate noun to go with it. For example, they might chose the adjective 'fresh' and then combine it with 'fruit'. They can also use Google to help them with this. Then, after they have written down their adjective-noun pair, they should draw a picture of it. Finally, once they have done that, they should stand up and find a partner to share the new adjective that they learned, the adjective-noun pair, and the picture. Students should share this with a partner three times, each time finding a new partner when the teacher signals to do so.</p> <p>The purpose of this activity is to supply students with new vocabulary that will aid them in the following activities. Also, the picture drawing in this exercise is used in order to help students to commit the vocabulary to memory.</p>
Extension: Describe this picture	7 mins	<p>Now, the teacher will display a picture on the screen. Students should identify the adjective-noun pairs that they see on the screen. The first picture on Slide 19 should be given as an example as the teacher shows that the adjective is 'cute', and the noun is 'dog', so the adjective-noun pair is 'cute dog'. Then, the teacher will display the next picture on slide 19 and give them 1 minute to practice with their partners. After this, the teacher should go to the next slide and proceed with the same pattern until all 6 pictures in the slides are shown or time runs out. The teacher should monitor by walking around the room, listening, and joining groups as needed. The purpose of this activity is to scaffold students in describing images using adjective-noun pairs.</p>
Extension: Party Planning	7 mins	<p>The last extension activity asks students to use the language for a task.</p> <p>Students are first introduced to the vocabulary 'party' on slide 27. Then, the teacher should explain that they are going to plan a birthday party for their friend. They need to buy food, decorations, activities, and new clothes to wear. They should make a list of 10 things they will buy for the party. They should use adjective-noun pairs.</p>

		<p>Ex. vanilla cake, fun game, yellow dress.</p> <p>The teacher should explain that they can use the adjectives list on p. 138 or a dictionary to help them find the appropriate vocabulary if needed.</p> <p>Students should then talk to a partner to share what they will buy for their friend's party and why.</p>
Exit Ticket	2 mins	<p>The teacher should then pass out the exit ticket slips. Students should write their name on the top. The teacher will then display these two questions on the board:</p> <ol style="list-style-type: none"> <li>1. Write one new adjective you learned today.</li> <li>2. Write three noun/adjective pairs for this picture (which is a picture of a cathedral in London.)</li> </ol> <p>Students should answer these questions and then hand their slips of paper to the teacher. The purpose of the exit ticket is to provide formative feedback to the teacher and allow the teacher to give feedback to the students.</p>
Review of the Lesson	1 min	<p>Students should discuss the following three questions with their partner:</p> <ol style="list-style-type: none"> <li>1. What new grammar did we learn today?</li> <li>2. What are the rules?</li> <li>3. When do we use the grammar and why?</li> </ol> <p>These questions engage students in thinking about the form, use, and meaning of the grammar and to think reflectively about the class content of the day.</p>
Homework	1 min	<p>Students should draw a picture of their favorite place. They should then create 10 adjective-noun pairs about it. In the next class, students should bring their pictures and describe their pictures using the adjective-noun pairs to 2 different classmates. This extension allows students to apply their learning to their lives as they think of their favorite place. It also involves kinesthetic learning and engages students in describing a place that is personally meaningful.</p>
CONTINGENCY		
Find a picture of your family or friends on your phone. Describe the people in the picture to a partner using adjective-noun pairs—practice using three new vocabulary words while doing this.		