



Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS
ELT PLAN TEMPLATE

Complete with the information about you

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Select the type of plan

Lesson plan	Activity plan	Task plan	Project plan
X			

Write a few lines about the usefulness of this plan for the Colombian English teachers

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

Author's remarks
This plan is a good guide for students to practice the use of superlative adjectives integrating the four skills (Reading, writing, listening and speaking). Also, with this guide students will have the opportunity to practice the adjectives through fun activities.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age	
7th	2 hours	36	12-13	
Area		English level		
Rural	Urban X	A1 X	A2	B1

Select the curricular axe or focus

Curricular Focus / Axes	
Environmental / Sustainability Education	
Sexual / Health Education	
Construction of Citizenship / Democracy / Teenagers	
Globalization	X

Complete with information about the content and methodological approach of the plan

Topic	Superlative adjectives		
Module / Unit	4		
Language focus	Language Function	Language skills	Vocabulary



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	Describing and comparing people, places and habits	Skills integration	Adjectives
Principles / approach	Task-Based Learning		

In “Aim”, state what the learning goal is, in other words, what you want your students to achieve by the end of the session.

In “Subsidiary aims”, relate the language skills (communicative and *linguistic*) students need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centred, specific, measurable, achievable, realistic, and action oriented.

Learning objectives	
Aim	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> Describe habits, persons and places. Produce comparisons and contrasts. Produce a short descriptive text about the characteristics of people and places orally and in writing. Exchange information with his/her classmates about characteristics of persons and places based on questions and answers.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> Identify similarities and differences between persons, places, animals and things. Prepare a comparative chart of different cultural characteristics of some previously assigned countries. Learn, accept and be tolerant about the different cultures. Value the contributions of his classmates.

List all the materials needed for this plan. Please, do not include any picture or photograph.

Materials needed
Adjectives flashcards, a ball, a laptop, video beam, short reading in pieces of paper, Way to go Ss book, interactive word wheel, a bag with written adjectives in pieces of paper, red and green small pieces of paper.

Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and students do at each stage of the session.

Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.

Use these conventions: T= teacher S= students Ss= students

Stage	Procedure	Time and Patterns of interaction



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<p>Warm up: Ice-breaker</p>	<ul style="list-style-type: none"> - The teacher calls the attendance and tells the students the objectives of the class. - Hot potato game using the flashcards about the adjectives. In this part of the class Ss will practice some vocabulary about adjectives that they already learned last class. The Teacher will say hot potato repeatedly and Ss will pass a ball until the teacher says stop. The student who gets the ball will identify in a flashcard one of the adjectives learned in the previous class. - After doing the hot potato activity, The T will play the “Word wheel” activity which is about vocabulary. http://fluky.io?things=defintheword,sayanantonym,sayasyonym,drawit,spell,useitinasentence. - The teacher will show Ss a Word Wheel in the video beam and Ss will work in groups of four people. They will play only one round and each group will take a piece of paper with an adjective from a small bag and also they are going to spin the wheel when it stops, they will have to do one of the following activities (Spell, draw, say a synonym, say an antonym, use the word in a sentence or say a word that rhymes with it) 	<p>3 minutes</p> <p>7 minutes</p> <p>15 minutes</p>
<p>Introduction: Introducing language Pre-?</p>	<ul style="list-style-type: none"> ● After practicing the vocabulary in the hot potato game, the teacher will give Ss a short text about The incredible family. Students must identify and underline the adjectives they find in the text. https://en.islcollective.com/english-esl-worksheets/grammar/comparison-comparative-and-superlative/reading-incredibles-comparatives-and-superlatives/105852 ● After identifying the adjectives, the teacher will ask students what’s different in the adjectives “they are superlative adjectives” and will tell them they are called superlative adjectives. ● Then the teacher will present a short video that explains the use of superlative adjectives. (The teacher will stop the video in the explanation of each rule to clarify https://www.youtube.com/watch?v=orLwiZBVoyA 	<p>12 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>10 minutes</p>



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	<ul style="list-style-type: none"> Students take note in their notebooks. 	3 minutes
<p>Practice: Controlled practice While-?</p>	<ul style="list-style-type: none"> <i>Assessment: STOP AND GO - After finishing taking notes, the teacher will say some statements about the previous explanation. Students will have in their hands two pieces of paper (red and green). They will listen to the teacher's statements and will raise the green paper if what the teacher says is true or the red one if it is false.</i> <p>STATEMENTS:</p> <ul style="list-style-type: none"> <i>If the adjective is short you add "est" at the end of it.</i> <i>If the adjective is long you add "est" at the end of it.</i> <i>If the adjective is long you use the most before the adjective.</i> 	
<p>Production: Freer practice Post-?</p>	<ul style="list-style-type: none"> Finally, in groups of three people, Ss are going to think about a town or city from Colombia and taking into account the exercises they did from the book. They will write about the town and city. They must include (Name of the town or the city, weather, population, things to do, places to visit). The idea is that they use superlative adjectives to show why this town or city is an excellent option to visit. 	<p>25 minutes</p> <p>5 minutes</p>
	<p><i>Assessment: Two stars and a wish. After writing the information, the students exchange it with a different group. They read the other group information and write two positive comments about their peers' ideas and a suggestion to improve their work.</i></p>	



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Wrap-up	T tells students that for next class they are going to present in an oral way the information they wrote about the town or city they chose. For this activity Ss should create a poster with images and also they should take into account the comments they got in the activity of two stars and a wish.	5 minutes
	Assessment: Can DO statements activity - At the end of the class students write the things they learned during the class and they can do now.	

List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.

Implementation alternatives
<ul style="list-style-type: none"> It's important that in the previous class or classes Ss have already learned about comparative adjectives and how to use them. In the controlled practice, in the next class students can present in an oral way the information they have about the city or town they chose. They can also prepare a power point presentation or a poster to present to the class. In this activity the teacher can use a rubric to evaluate it.

Write the key word for each category based on the content of this plan. For example:

Topic: environment Skill: reading Linguistic: should Vocabulary: animals, environment

Key words				
topic	skill	linguistic	vocabulary	grade
Culture	Listening-speaking-reading-writing	Superlative adjectives	Family, bigger/smaller than, biggest/smallest, older/younger than, Oldest/youngest, long/longer than, longest	7th