



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

INSPIRING TEACHERS
ELT PLAN TEMPLATE

Author	
Teacher's name	Oscar Javier Salas Carmona
Email	osalas79@yahoo.es
School	Ciudad Dorada

Lesson plan	Activity plan	Task plan	Project plan
X			

Author's remarks
This lesson plan helps you and your students work on physical appearances and descriptions using adjectives. Besides, it allows your students to improve physical descriptions and provides explanations and practices about the use and differences regarding <i>to be</i> and <i>to have</i> , which are necessary and suitable in the grammar structure of this topic.

Grade	Length of lesson	Number of students	Average age
7 th	3 classes (180 minutes)	34	12
Area		English level	
Rural	Urban X	A1	A2 X B1

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

Topic	Adjectives		
Module / Unit	Physical appearance		
Language focus	Language Function	Language skills	Vocabulary
	Describing people	Integration of the 4 skills	Describing people/animals/things
Principles / approach	Task-Based Learning		

Learning objectives



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Aim	By the end of this lesson, students will be able to describe characteristics of people, animals or objects.
Subsidiary aims	By the end of this lesson, students will be able to identify and mention people's appearances. <ul style="list-style-type: none"> • Students will be able to use adjectives to describe physical appearances. • Students will be able to describe themselves, other people, animals or objects using different adjectives.

Materials needed
<ul style="list-style-type: none"> ✓ Flashcards ✓ USB ✓ Videos ✓ Dictionaries ✓ Way to Go! Books ✓ Paper sheets ✓ Pencils, colored pencils.

Stage	Procedure	Time and Patterns of interaction
Warm up: Ice breaker	<p>Teacher shows some pictures (using a video or a poster) where students can watch different people, animals or objects. Teacher ask pupils, one by one, to mention characteristics related to the images (color, shape, mood, etc.). Then, he asks the students to write sentences (3 or 4) in their notebooks according to the pictures seen on the video or poster, and then share them with the class.</p> <p><i>Assessment: peer-assessment (classmates say if the sentences are right or wrong). Teacher provides feedback on the sentences, particularly about grammar structure and spelling.</i></p>	25 minutes T-Ss Ss - Ss Individual work
Introduction: Introducing language	<p>Definition about what adjectives are.</p> <p>Teacher shows videos where students watch more vocabulary about the topic. Students write different adjectives related to physical appearance and emotions based on the vocabulary in their notebooks.</p>	25 minutes T-Ss
Practice: Controlled practice While-?	<p>Teacher asks the students to write and do the first activity in their notebooks.</p> <p>Activity 1: my own description.</p> <p>1. Complete the sentences using different adjectives for mentioning physical and personality characteristics. A. I am _____.</p>	40 minutes T-Ss Individual work



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	<p>B. I have _____.</p> <p>C. I am _____.</p> <p>D. I have _____.</p> <p>E. I am _____.</p> <p>Examples: <i>I am thin – I have black hair</i> <i>I am... (Yo soy.../ Yo estoy...)</i> <i>I have... (Yo tengo...)</i></p> <p>2. According to the description (point 1) draw yourself.</p> <p>3. Read the descriptions and draw the mentioned characteristics.</p> <p>A. She is tall. She has red hair. B. The baby is fat. He has pink cheeks. C. The cat is black. It has green eyes</p> <p>Assessment: summative assessment</p>	
<p>Production: Freer practice Post-?</p>	<p>Activity 2: in couples, students describe their classmates writing sentences (at least six) in their notebooks. They use adjectives related to physical appearance and personality characteristics. Examples: <i>You are blond – You have blue eyes – You are friendly.</i></p> <p>A product of this activity is a poster where the students draw each other. They try to show a similar appearance according to the descriptions. The poster has the pictures of both students and the sentences previously written (at least six each pupil).</p> <p>Then, the posters are exposed in a learning wall. There, all students can watch them. In this step, teacher motivates peer assessment and he asks pupils to use the feedback sandwich at the end to share their opinions about the descriptions. Students draw and complete the feedback sandwich on their classmate's notebooks (initial couples).</p> <p>Assessment: peer-assessment – Self assessment (feedback sandwich)</p>	<p>25 minutes Ss-Ss Team work</p> <p>35 minutes SS – Ss Team work</p> <p>20 minutes Ss – Ss Team work</p>
<p>Wrap-up</p>	<p>Teacher asks the students how they felt when they were doing Activity 2. They use the CAT One Minute Paper; it has these questions:</p> <ul style="list-style-type: none"> ✓ What was the most interesting part for you in this topic? ✓ What was difficult or confusing for you at the moment of describing your classmate? <p>Assessment: self-assessment - CAT One Minute Paper Teacher feedbacks about vocabulary, spelling and meanings of the adjectives.</p>	<p>10 minutes T-Ss Ss-T Individual work</p>

Implementation alternatives



La educación
es de todos

Mineducación

BRITISH
COUNCIL | 80 AÑOS
EN COLOMBIA

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- ✓ Use a picture or poster and motivate students to describe it.
- ✓ Choose pairs of students to stand in front of the class and describe themselves mutually.
- ✓ Play a game related to guess who is someone or something (a student, a famous person, an animal, etc.).
describing him/her/it.
- ✓ Watch a short cartoon or video and ask to students describe the characters.

Key words				
topic	skill	linguistic	vocabulary	grade
Describing people	Writing Speaking	To be, to have, adjectives	body parts, feelings, emotions.	7 th