

Lesson Plan (Adjectives of country names)
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Topic: Design a Travel Brochure

Level of students: Senior Primary

Duration: 105 mins (3 lessons)

Prior knowledge:

Students already know the names of some popular countries, such as *the US, Britain, China, Japan, Germany, France, Spain, Mexico and Brazil.*

Learning objective(s)

At the end of this unit, students should be able to:

1. Tell the adjectives of country names by adding the appropriate suffix.
2. Use the adjectives of country names to write a travel brochure about their favourite countries.

Lesson 1

Time	Procedures	Interaction mode	Purpose	Resources
5 mins	1. T asks Ss if there are places they would like to go, why they want to go to that place, what they know about the place, what they want to know before they go, and where they can find the information. 2. T tells Ss they can refer to travel brochures if they want to know more about	T \leftrightarrow S	To understand the context To activate Ss' learnt vocabulary on the topic To prepare Ss for the	Powerpoint

	<p>the place.</p> <p>3. T tells students they are going to design a brochure about their favourite place, so that they can share with the class their favorite place.</p>		task to be completed	
5 mins	<p>1. In order to pick their favourite country, they have to know more about different countries around the world. To start with, T asks Ss to watch a video about what people eat around the world.</p>	T→S	<p>To arouse Ss' interest</p> <p>Comprehensible input for the target vocabulary</p>	<p>Video</p> <p>https://www.youtube.com/watch?v=GtVJdrIydt0&feature=youtu.be</p>
10 mins	<p>1. T asks Ss questions about the video, such as what American people eat. T asks Ss how we call people around the world. T distributes the worksheet, and asks Ss to pay attention to the adjectives of the country names and fill in the worksheet as T plays the video for the second time.</p> <p>2. T asks Ss to put the adjectives into groups according to the suffixes.</p> <p>3. T checks the answers with Ss.</p>	T←→S	<p>To notice the relationship between country names and their adjectives</p> <p>To let Ss discover the different suffixes used</p>	Worksheet 1
5 mins	<p>1. T highlights the different suffixes used to form the adjectives of different country names.</p>	T→S	Notice the target language	Powerpoint
8 mins	<p>Memory game for learners of different abilities (group work of 4)</p> <p>1. T distributes to each group a set of 24</p>	S←→S	Consolidation of the target language	Materials for card games

	<p>cards made up of matched pairs of country names and (1) their corresponding adjectives (for lower ability students), (2) their corresponding suffixes (for intermediate students), or (3) sentences with a missing adjective (for higher ability students).</p> <p>2. Ss shuffle the cards and put them on the table, face down.</p> <p>3. Ss take turns to turn over two cards at a time.</p> <p>4. For intermediate learners: If the two cards match and form a country adjective (e.g. <i>Britain & -ish</i>), the student has to read aloud the adjective (e.g. <i>British</i>), and can get the two cards. If not, he/she has to place the two cards in the original positions, face down. It is then the next player's turn.</p> <p>4. S getting the most cards wins. The group with all the cards taken within the shortest time wins.</p>			
2 mins	<p>1. T asks Ss to select a country they want to introduce in their brochure and do research on it.</p> <p>2. T asks Ss to collect travel brochures from travel agents or surf on the internet.</p>	T→S	Prepare Ss for the next lesson and remind Ss of the task.	

Lesson 2 (double-lesson)

Time	Procedures	Interaction mode	Purpose	Resources
10 mins	Information gap activity (Pair work) 1. T distributes sample brochures to Ss. Some words are missing on the brochures. 2. Student A and Student B take turns to read aloud their sample brochures to each other and fill in the blanks. 3. T checks the answer with Ss.	T ← → S S ← → S	To activate their prior knowledge and familiarize Ss with the context.	Sample brochures
5 mins	1. T exams the brochures collected from Ss or by himself/herself with Ss. 2. T asks Ss: Are there maps? Photos? How is the text presented? In paragraphs? In bulleted lists?	T ← → S	Pre-writing activity: To familiarize Ss with the format of brochures	brochures collected, Powerpoint
10 mins	T asks Ss what they want to know before they travel to their favorite places. Ss think aloud and brainstorm ideas. T gives examples, 'I like eating. I want to know about the food.'	T ← → S	Pre-writing activity: To brainstorm the ideas for the writing task.	Mind map sheet
10 mins	1. T shows a brochure with errors and discusses with Ss how they can improve it. 2. T shows a sample brochure and discusses with Ss the features of a good brochure.	T ← → S	Pre-writing activity: To familiarize Ss with the features of brochures and the assessment criteria of their brochure design.	Powerpoint
25 mins	T asks Ss to design their brochure, and T walks around to see if Ss need help.	T ← → S	While-writing	Blank paper
10 mins	1. T asks Ss to share their writing with their group mates. 2. Each group chooses the best brochure and the author presents it in front of the class.	S ← → S	Post-writing activity – to assess Ss' learning	Visualizer

References:

<https://www.youtube.com/watch?v=ry1E1uzPSU0> What Does the World Eat for Breakfast? by BuzzFeedYellow

<https://www.youtube.com/watch?v=9ORiKlpasOw> 37 McDonald's Foods You Probably Haven't Tried by BuzzFeedYellow

<https://www.youtube.com/watch?v=Po0O9tRXCyA> School Lunches around the World