

Lesson Plan (Adjectives of country names)  
LI, Man Yee Karena; LEE, Fung King Jackie  
The Hong Kong Institute of Education

**Topic: Design your dream food court**

**Level of students: Junior Primary**

**Duration: 105 mins (3 lessons)**

**Prior knowledge:**

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

Students already know the vocabulary of some common food.

**Learning objective(s)**

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

1. Tell the adjectives of country names and the nationalities by adding the appropriate suffix.
2. Use the adjectives of country names to write about their dream food court serving food from different countries.

Lesson 1

| Time   | Procedures  | Interaction mode      | Purpose   | Resources  |
|--------|---|-----------------------|---|------------|
| 5 mins | <ol style="list-style-type: none"><li>1. T shows pictures of some food courts in HK.</li><li>2. T asks Ss: Have you been to a food court in a shopping mall? Do you like eating in food courts? What can you eat from a food court?</li><li>3. T tells Ss they can taste food from different countries and gives examples.</li><li>4. T tells students they are going to design and write about their dream food court.</li></ol> | T $\leftrightarrow$ S | <p>To help Ss understand the context</p> <p>To activate Ss' learnt vocabulary on food items</p> | Powerpoint |

|         |   |      |  |                                     |
|---------|---|------|--|-------------------------------------|
| 5 mins  | 1. In order to design their dream food court, they have to know more about the food from different countries around the world. To start with, T asks Ss to read an article about what people eat around the world.  | T→S  | Comprehensible input for the target vocabulary                   | Article “Food around the world”     |
| 10 mins | 1. T distributes the worksheet, and asks Ss to pay attention to the adjectives of the country names and complete the worksheet. T asks Ss about the article, such as what American people eat. T asks Ss how we call people around the world.<br>2. T asks Ss to put the adjectives into groups.<br>3. T checks the answers with Ss.  | T←→S | To notice the suffixes used to form adjectives of country names. | Worksheet 1                         |
| 5 mins  | 1. T discusses with Ss the different suffixes associated with the adjectives of different country names.  | T→S  | Explain the target language                                      | Powerpoint                          |
| 8 mins  | Matching game<br>1. T labels different corners of the classroom with the suffixes. ( <i>-ish, -ese, etc.</i> )<br>2. T distributes country name cards to Ss.<br>3. Based on the country names they have, Ss walk to the correct suffix corner.<br>4. Ss hold up their country name cards and read aloud the country names and the adjectives.<br>5. T collects the cards, shuffles them and distributes them to Ss for another round of play. | S→T  | Consolidation of the target language                             | Cards of country names and suffixes |
| 2 mins  | 1. T asks Ss to think about what kinds of food they want to get in their dream food court and tells them that they are going to design their dream food court in the next lesson.   | T→S  | Prepare Ss for the next lesson.                                  |                                     |

Lesson 2 (double-lesson)

| Time    | Procedures   | Interaction mode | Purpose   | Resources          |
|---------|--|------------------|---|--------------------|
| 10 mins | <p>Information gap activity (Pair work)</p> <p>1. T distributes a food court floor plan to Ss. Some words are missing.</p> <p>2. Student A and Student B take turns to describe the floor plan to each other and fill in the blanks.</p> <p>‘In (the name of the counter), you can eat _____ here.<br/>It is from _____.<br/>It is _____ food.’</p> <p>3. T checks the answer with Ss.</p> | T ← → S          | <p>To activate Ss’ prior knowledge and familiarize them with the context.</p> <p>To let Ss practise the target language in a communicative activity</p> | Sample floor plans |
| 15 mins | <p>1. T asks Ss what they want to eat from a food court, think aloud and brainstorm with students. T gives examples, ‘I like kimchi from Korea. I want to have a counter called ‘Korean Food’</p>  | T ← → S          | Pre-writing activity: To brainstorm the ideas for the writing task.   | Mind map sheet     |
| 35 mins | T asks Ss to design their dream food court.  | T ← → S          | While-writing   | Writing worksheet  |
| 10 mins | <p>1. T asks Ss to share their writing with their group mates.</p> <p>2. Each group chooses the best design and the author presents it in front of the class.</p>  | S ← → S          | Post-writing activity – to assess Ss’ learning  | Visualizer         |

Optional: A field trip to one of the local food courts as an extra pre-writing activity. See the worksheet for the field trip.