

# LENGUA EXTRANJERA I

## SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



### **Módulo I:** Video Activity “Describing Families”



## LESSON PLAN

Teacher:	Level: 1	Classroom:	Shift:	Date:
Previous teaching Point: Verb “be”, family members				Time: 60 mins
Aim: At the end of the class, Ss will describe a member of their family with the adjectives seen in class by writing a short description.			Context: Describing family members	
General Objective:			Grammar: Simple Present Yes/No questions.	

## Warm up

Teacher:	Skills: Writing	Time: 15 mins
Material: Markers, fly-swatters, deck of cards		Seating Arrangement: Groups
Objective: Ss will recall the concepts of the family by making teams and having a competition with flyswatters.		
Lead in: Hello, everyone! How are you? Let’s start with the class with a fun activity.		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. T will greet everyone.</li> <li>2. T will state that there will be a competition played.</li> <li>3. T will show a deck of playing cards and ask Ss what it is and if they know what it is for.</li> <li>4. T will ask all of the Ss to stand up, come and get one card per person.               <ol style="list-style-type: none"> <li>4.1. T will grab a line and ask it to stand up. Ss form the line will go and take one card, randomly.</li> <li>4.2. Ss will remain seated until their line is called.</li> </ol> </li> <li>5. T will, once that all the Ss have a card, ask them to form groups based on the figures of their card (clubs, spades, diamonds and hearts). Therefore, there will be 4 teams.</li> <li>6. T will separate the board in two and write “male” and “female.”</li> <li>7. T will model the activity.               <ol style="list-style-type: none"> <li>7.1. T will write “brother” in the middle and ask where it should go.</li> <li>7.2. Ss will answer.</li> <li>7.3. T will write “mother” and repeat the process.</li> <li>7.4. T will ask the groups to provide a blank sheet of paper.</li> <li>7.5. T will tell Ss to divide the sheet like in the board.</li> <li>7.6. T will state that Ss have to remember as much family members as they can and put them in the correct place.</li> <li>7.7. T will state that the teams that remembers the most family members and place them correctly wins.</li> </ol> </li> <li>8. T will start the activity.</li> <li>9. T will check the activity.</li> </ol>		
Link: T will state that now that they have remembered the family members, they will use them next.		
<b>Possible Problems:</b> <ul style="list-style-type: none"> <li>• Ss may not form teams appropriately.</li> <li>• Ss may not understand the activity.</li> </ul>	<b>Possible Solutions:</b> <ul style="list-style-type: none"> <li>• T will help Ss to arrange them appropriately.</li> <li>• T will explain more thoroughly the activity.</li> </ul>	



## Presentation

Teacher:

Skills: All and any

Time: 20 mins

Material: Flashcards, different colour markers, tak

Seating Arrangement: Whole group

**Objective:** Ss will define several adjectives in some sentences by identifying the place of the adjective in the sentence and relating it to its corresponding flashcard.

**Lead in:** Ss will be asked about what their member of their family they like the most and if they can describe a little bit about him/herself to the class.

### Procedure:

1. T will ask a S about who's their favourite relative.
2. T will ask that Ss to describe his/her relative.
3. T will tell Ss that he has a relative he would like to introduce to the class.
4. T will start with the adjective
  - 4.1.Ss will be shown a flashcard and will be asked what they can see in the picture
  - 4.2.Ss will most likely say the word in Spanish, T will tell them the word in English.
  - 4.3.Ss will be given a sentence written on the WB with and the flashcard beside ( T will write the adjective with a red marker and the noun with a blue marker)
  - 4.4.T will repeat the process of showing them the picture and writing the sentence with different colours beside the image four times
  - 4.5.Ss will be asked to identify the words in red and to explain what they are used for.
  - 4.6.T will write that adjectives are used to describe different characteristics of a person.
  - 4.7.T will ask students what the word in blue is and what is before that word.
  - 4.8.T will write that the word in blue is a noun, the word that is described by the adjective, and will write that the adjective goes before the noun the majority of the time.
  - 4.9.Ss will be asked to do choral repetition of the sentences specifically in the adjectives. If struggling, the IPA pronunciation will be written beside the word for them to have a visual support of how the word is pronounced.
5. T will stick three new flashcards of adjectives with the word below the image.
6. T will stick three new flashcards of a family member
7. Ss will be asked to do the next activity to check for comprehension
  - 7.1.Ss will be asked to match three one of the family members to one adjective and create a sentence based on the ones the T wrote on the WB.
  - 7.2.Ss will be asked to check if their sentences are correct with the person next to them.

### Possible Problems:

1. Ss might not know what an adjective means
2. Ss might not know the correct pronunciation of the words

### Possible Solutions:

1. T will write a synonym of that word trying that it be a cognate.
2. T will write the pronunciation according to the IPA next to the word and pronounce it and ask the Ss to pronounce it as well.



## Controlled Activity - Video

<b>Teacher:</b>	<b>Skills:</b> All and any	<b>Time:</b> 25 mins
<b>Material:</b> Projector, speakers, laptop, video "Describing Families", flashcards	<b>Seating Arrangement:</b> Whole group	
<b>Objective:</b> Ss will identify the adjectives seen by watching a video and choosing the corresponding flashcard.		
<b>Lead in:</b> T will state that a video will be watched.		
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. T will say to Ss that a video will be seen.</li><li>2. T will start the video and stop it when the two girls appear.</li><li>3. T will apply the Freeze frame technique:<ol style="list-style-type: none"><li>3.1. T will ask the Ss what they think the situation could be about. Why are they drinking coffee?</li><li>3.2. T will elicit answers.</li><li>3.3. T will play again the video and pause it after the girl grabs the book.</li><li>3.4. T will ask what kind of book do they think it is.</li><li>3.5. T will state that it is a photo book full of family members</li></ol></li><li>4. T will stick three flashcards on the board. These flashcards will be corresponding to the video.</li><li>5. T will play the video and stop it once that and adjective has been said.</li><li>6. Ss will have to select which of the flashcards the video is referring to.</li><li>7. T will repeat steps 4 and 5 until the video is complete.</li><li>8. T will have Ss describe the two girls from the video.</li></ol>		
<b>Possible Problems:</b> <ul style="list-style-type: none"><li>• Laptop/projector might not be working.</li><li>• Ss may not be able to recognize the adverbs in the flashcards.</li></ul>	<b>Possible Solutions:</b> <ul style="list-style-type: none"><li>• T may improvise sentences that use adjectives in the same manner as in the video.</li><li>• T will emphasize on what the picture is.</li></ul>	



## Production

<b>Teacher:</b>	<b>Skills:</b> Writing	<b>Time:</b> 20 min
<b>Material:</b> Expressions written from the last video & a list of different adjectives for Ss, photo that was asked for homework from Ss.		<b>Seating Arrangement:</b> Pairs
<b>Objective:</b> Ss will make use of different adjectives to describe their family members		
<b>Lead in:</b> Ss will be asked if they feel proud of their family and if they would like to introduce their family to others.		
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. T will ask Ss if they have ever presented their family to another person and if they feel proud of their family.</li><li>2. T will ask Ss to take out the photo of their family</li><li>3. T will give Ss a list of adjectives to describe people</li><li>4. T will explain to Ss the activity<ol style="list-style-type: none"><li>4.1.Ss will be asked to circle the adjectives that they see that match with the characteristics of their family</li><li>4.2.Ss will be asked to write the name of the family member in their notebook and write the adjectives that they think they fit to their relatives.</li><li>4.3.Ss will be asked to look at the notes to ask about family members they took from the dialogue to start creating theirs.</li><li>4.4.Ss will create a dialogue based on their families' photos trying to mime the one they saw in the video.</li></ol></li></ol>		
<b>Possible Problems:</b> <ol style="list-style-type: none"><li>1. Ss might not know how to create sentences<ul style="list-style-type: none"><li>• Ss might not know how to adjective is pronounced</li></ul></li></ol>	<b>Possible Solutions:</b> <ol style="list-style-type: none"><li>1. T will ask of peer of the Ss to create the sentence the Ss is looking for.<ul style="list-style-type: none"><li>• T will write the pronunciation next to the adjective with the IPA.</li></ul></li></ol>	

