

Instructor: Katarina

Course: Beginners

Textbook: My own materials

Weekly Objectives:

1. Students demonstrate their knowledge of adjectives with comparative and superlative form by talking about countries
2. Students talk with ease about weather and transport in the world.

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| <p>Warm-up: Which languages do you speak? Which languages are spoken in your country?</p> <p>OD: Today we will learn how to form adjective forms of countries around the world.</p> <p>I&M: Write students' home countries and provide other countries according to how they form the adjectives (suffixes)</p> <p>GP: a handout with a map and countries to write down the correct adjectives</p> <p>IP: Ss choose countries around their homeland and write down the adjectives from the countries</p> <p>Ass: a short oral presentation of what the students have prepared in the IP.</p> | <p>Warm-up: Pictures of types of transport, students discuss their advantages and disadvantages</p> <p>OD: The comparative forms of adjectives in order to be able to compare different things</p> <p>I&M: Model the forms on the board by providing a sentence and have students elicit the rule</p> <p>GP: Use the pictures of the types of transportation again and stick them to the board. Write some of the adjectives on the board and ask the students to write the sentences using the comparative adjectives, comparing always two types of transportation (for example bicycle and horse, airplane and train, etc.)</p> | <p>Warm-up: Draw a picture of a suitcase on the board and have students brainstorm what we pack for vacation</p> <p>OD: Learning weather vocabulary for the four seasons of the year</p> <p>I&M: Model sentences with the verb to be and the weather adjective (sunny, rainy, windy)</p> <p>GP: Provide students with a list of vocabulary and write four seasons/weather of the year on the board. Students guess the things we pack for each season</p> <p>IP: A short article handout where students have to choose the right vocab (three options for each word)</p> <p>Ass: Students this of a</p> | <p>Warm-up: Printed pictures of world geographical landmarks for discussion</p> <p>OD: Elicit the form of the comparative adjectives and further the discussion to show the importance of knowing the superlative form</p> <p>I&M: Model superlative adjectives in form of a sentence to have students elicit the rule</p> <p>GP: two-part handout for guided and less-guided practice in form of a cloze-exercise to practice the forms</p> <p>IP: A handout where the students have to write their own adjective and in the correct form (this time both comparative and superlative for further</p> | <p>Project – in pairs, students choose a country they would like to visit, they describe its geography, compare it with the USA, mention the type of transport they will use to get there, what they will pack for the different types of weather that they can encounter there.</p> <p>Students make an interactive poster</p> |

Homework: A handout with a short story on countries and languages (fill in exercises).

IP: Distribute a worksheet with sentences missing adjectives. Students have to pick an adjective and form a comparative form to write it in and thus complete the sentences.

Ass: Have students choose two types of transport and write a paragraph comparing them, this time on their own.
After students write their paragraphs, have them read it for the class.

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country and imagine they are going to travel there – their task is to talk about what they will pack to bring on a trip for two different weather conditions

Homework: Write about the weather in your country 5 sentences

stress of the difference)
Ass: a table with geographical information and students write comparative and superlative sentences from the data given

Homework: Think of a country you would love to visit and write down two reasons why.

which they present in front of the class.

Homework: