



**UNIVERSIDAD DE CÓRDOBA**  
**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**  
**DECANATURA – COMITÉ DE PRÁCTICA PEDAGÓGICA**  
**LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN**  
**HUMANIDADES - INGLÉS**



**CLASS PLANNER**

**PRE-SERVICE TEACHER:** Jose Eduardo Barragán Arteaga

**SCHOOL:** Institución Educativa Eugenio Sánchez Cárdenas

**SUBJECT:** English                      **GRADE:** 8°    **CLASSROOMS:** 1° and 3°

**1. NAME OF THE UNIT:** What do you look like?

- **TOPICS:** Comparatives, superlatives, adjectives and descriptions.

**2. STANDARDS:**

- Sigo las instrucciones dadas en clase para realizar actividades académicas.
- Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno.
- Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas.
- Me arriesgo a participar en una conversación con mis compañeros y mi profesor.

**3. COMPETENCES:** Linguistic, Pragmatic and Sociolinguistic.

**4. AIMS:**

- To learn how to compare objects or people taking into account their physical appearance.
- Have conversations in which they make short comparative statements.
- To encourage oral and written production in the target language.

**5. AIM INDICATORS:** Students will be able to:

- Produce oral and written short comparative descriptions of people and objects they know.
- To identify which object or person has the most outstanding characteristic in a picture and make a statement about it.

## 6. ACTIVITIES:

- **WARM UP:** The teacher will paste the pictures of two people who are physically different and students will have to spot their differences by making comparative statements about them. This activity will accomplish two objectives: review the vocabulary from the previous lessons and introduce the new topic.
- **OPENING:** Taking into account that students know certain adjectives from the previous lessons, the teacher will present the structures for comparatives and superlatives by using the adjectives from they already know. Each students will be given a worksheet that includes the explanations for each rule and opportunities for them to immediately practice.
- **DEVELOPMENT:**
  1. Students will be once more asked to describe the features of the two people pasted on the board; however, this time they will have to do it in English and using the vocabulary and the grammatical structure previously presented. This will be done as a whole-class activity.
  2. The class will be divided into pairs and then the teacher will give each pair of students a set of flash cards and ask them to spread them out on the table facing down. After that, the students will choose two cards and make a comparative statement linking the two cards (e.g. a bus is bigger than a car). The activity ends when all the cards have been linked.
- **CLOSURE:** In order to practice the use of superlatives, the teacher will write an adjective of the board and the students will have to spot the object or person that has the most outstanding quality and make a statement about it. In some cases, the teacher will paste a picture for students to identify the corresponding adjective.

## 7. RESOURCES AND MATERIALS:

- Flash cards.

## 8. EVALUATION:

The students will be assessed informally and formally since the teacher will take into account their participation in class as well as the quality of their oral and written performance.

**9. BIBLIOGRAPHY:**

- <http://www.teach-this.com/images/resources/comparative-cards.pdf>
- <http://www.teach-this.com/images/resources/comparative-and-superlative-practice.pdf>

**10. ADVISOR'S OBSERVATIONS:**


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**Vo.Bo. COORDINADOR DE PRÁCTICA**

**Vo.Bo. DOCENTE ASESOR**