



The British Museum

Lesson Plan

Topic: Museums

Aims

- To give reading practice based on the accounts of students who have visited the British Museum
- To revise the formation of superlative adjectives and use them when speaking about museum objects

Level: E3

Length of lesson: About 90 minutes

Introduction

In this lesson, students practise their reading skills by reading short texts based on the experiences of students who have visited the British Museum. They also revise the form and meaning of superlative adjectives and use these words when talking about museum objects.

Resources required

Access to British Museum website www.britishmuseum.org and pictures of museum objects identified in Task A.

Procedure

Task A – Personalised lead-in (about 20mins)

- Use the whiteboard to display these images from the British Museum website. Alternatively, print out hard copies for the students to look at in pairs.

Hoa Hakananai'a

http://www.britishmuseum.org/explore/highlights/highlight_objects/aoa/h/hoa_hakananaia.aspx

Ramesses II

http://www.britishmuseum.org/explore/highlights/highlight_objects/aes/c/colossal_bust_of_ramesses_ii.aspx

Australian bark shield

http://www.britishmuseum.org/explore/highlights/highlight_objects/aoa/b/australian_bark_shield.aspx

Olduvai handaxe

http://www.britishmuseum.org/explore/highlights/highlight_objects/pe/s/olduvai_handaxe.aspx

Lewis chessmen

http://www.britishmuseum.org/explore/highlights/highlight_objects/pe_mla/t/the_lewis_chessmen.aspx

Spanish pieces of eight

http://www.britishmuseum.org/explore/highlights/highlight_objects/cm/p/pieces_of_eight.aspx

- Ensure that students cannot see the names/descriptions of the objects on the website.
- Ask students to discuss the questions in small groups before eliciting feedback.
- Establish that they are all objects that can be seen in a museum and more precisely the British Museum in London.
- Ask students if they like going to museums and which ones they've visited.

Task B – Pre-reading vocabulary – Task B (about 10mins)

- Tell the students to complete the vocabulary task individually before checking in pairs.

Task C – Reading 1 (about 5 mins)

- Ask students to read the three texts quickly to answer the gist question.
- Elicit answers to the gist question from the whole class.

Task D – Reading 2 (about 20 mins)

- Ask students to answer the 8 questions by reading the texts again carefully. Set time limit of 15 minutes.
- Ask students to check their answers in pairs before eliciting group feedback.

Task E – Language focus (about 25mins)

- Ask students to complete the table by finding the superlative adjectives in the reading texts.
- **Differentiation:** weaker learners can be given just the short (one- or two-syllable) adjectives to look at and/or asking them to only look at one or two texts. Stronger learners can be asked to think of more adjectives to describe the objects in Task A, and add them to the table.
- Ask students to check their answers in pairs.
- Check answers by nominating different students.
- Ask students to work out the rules for making superlative adjectives.

Task F – Follow-up speaking (about 15mins)

- Ask students to discuss the questions in groups.
- Nominate different students to feed back to the class.

Extension/Homework – Research for class presentation

- Ask students to find out more about one of the objects mentioned in the texts in preparation for a class presentation on the object. You should direct students to the British Museum website or to printed documents.
- If students prefer, they can talk about an object that they've actually seen in any museum.
- Ask students to make notes on the six questions while they are preparing the presentation.

Answer key

Task B

- 1.D
- 2.G
- 3.H
- 4.B
- 5.C
- 6.A
- 7.E
- 8.F

Task C

John – Hoa Hakananai'a, Ramesses II
Yusuf – Olduvai handaxe, Australian bark shield
Abebe – Lewis chessmen, Spanish pieces of eight

Task D

- 1.A
- 2.B
- 3.C
- 4A
5. the way he looks down at people
6. cutting meat and making things from wood
7. coins (from different countries)
8. C

Task E

1. the biggest (John's text)
2. the strangest (John's text)
3. the most powerful (John's text)
4. the oldest (Yusuf's text)
5. the most useful (Yusuf's text)
6. the prettiest (Yusuf's text)
7. the most reliable (Abebe's text)
8. the best (Abebe's text)
9. the most exciting (Abebe's text)

What are the rules for making superlative adjectives?

With short (one- or two-syllable) adjectives:
the + adjective + -est
E.g. *the oldest statue*

Double the consonant if consonant-vowel-consonant:
E.g. *the biggest shield*

With longer adjectives:
the + most + adjective
E.g. *the most powerful king!*

With adjectives ending in *-y*:
the + adjective + -iest
E.g. *the prettiest object* (no *-y*)

Irregular verbs:
good > the best example

Nb. The above rules can be boarded before the task in order to make it a deductive rather than inductive grammar task (i.e. learners apply the rules, rather than work them out).