INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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| **School** | **I.E. DOLORES MARIA UCROS** |

*Select the type of plan*

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
|  | X |  |  |

*Write a few lines about the usefulness of this plan for the Colombian English teachers*

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

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| **Author’s remarks** |
| This plan provides opportunities and activities to mention the main parts of a city and what you can or can’t do there. It is fun and enjoyable opportunity to use L2 inside of the classroom. |

*Complete with the information about your students*

|  |  |  |  |  |  |
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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6th** | **1 hour and 30 minutes** | 41 | | 10-12 years old | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

*Select the curricular axe or focus*

|  |  |
| --- | --- |
| **Curricular Focus / Axes** | |
| **Environmental / Sustainability Education** |  |
| **Sexual / Health Education** |  |
| **Construction of Citizenship / Democracy / Teenagers** | X My city (places around the city) |
| **Globalization** |  |

*Complete with information about the content and methodological approach of the plan*

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| --- | --- | --- | --- |
| **Topic** | My city (places around the city) | | |
| **Module / Unit** | 3 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Identifying the most common places in a city | Listening and speaking | Places in a town:  House, church, university, school, mall, the city in general |
| **Principles / approach** | Communicative approach | | |

*In “Aim”, state what the learning goal is, in other words, what you want your students to achieve by the end of the session.*

*In “Subsidiary aims”, relate the language skills (communicative and linguistic) students need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centred, specific, measurable, achievable, realistic, and action oriented.*

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to describe different places of a city |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Recognize the main places of a city. * Identify the activities that they can do in each place of the city. |

*List all the materials needed for this plan. Please, do not include any picture or photograph.*

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| **Materials needed** |
| **Flash cards, speaker and computer** |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and students do at each stage of the session.*

*Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.*

*Use these conventions: T= teacher S= students Ss= students*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | **Perfect couple:**  T takes two pieces of paper and cut each into six equals pieces. T Asks SS to draw six places in the city in each one of the pieces, such as school, hospital…etc. Then, on the other six pieces of paper Ss write what they can do in the different places mentioned before. T Asks SS to match the picture with the activities. | 20 minutes  Pair work |
| **Introduction:**  Introducing language  Pre-? | T plays the song “I cant dance” by Phil Collins  <https://www.youtube.com/watch?v=qOyF4hR5GoE>  and ss must complete the text of the song using can or can’t (attachment 1) | 20 minutes  Ss- ss  Pair work |
| *Assessment:* ***Thumbs up.*** *Once ss have practiced the song, T asks them to stand up, close their eyes and thumbs up if they understood the use of can and cant and thumb down of they have not understood.* |
| **Practice:**  Controlled practice  While-? | T asks ss to read the lyrics carefully and answer the following questions:  1- It’s possible to do everything that the song says?  2- What activities from the song can you do?  In groups of 5 ss discuss the answers and then one person from every group will report the answers given. | 15 minutes  Ss-Ss |
| **Production:**  Freer practice  Post-? | **Pair work:**  T gives ss a copy of different images of places in a town so ss can complete the sentences using the pictures and of course can-can’t  Ex: this is a \_\_\_\_\_\_\_\_\_. I can\_\_\_\_\_\_\_\_ in it.  The chart attached (attachment 2) is the representation of the images ss would have with the sentences to complete: | 20 minutes  Ss- ss |
| **Wrap-up** | **CAT: ONE MINUTE PAPER**  Teacher implements “A Minute Paper” classroom technique so Ss must open their notebooks and they must:    1- Answer two questions in 1 minute:  A) What did you learn in the class today?  B) in there something you still don’t understand?  Before, during and at the end of this activity the T must  a) give ss one or two minutes to think and build the possible answer  b) After this period of time, T says NOW and ss will have 4 minutes to write as much as they can.  c) T takes some papers and without saying the name of the student he reads aloud. | 15 minutes  Individual work. |

*List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.*

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| **Implementation alternatives** |
| I work in an urban area but if you are working at a rural area I consider that this lesson plan can be adapted by identifying the most common places students visit. |

*Write the key word for each category based on the content of this plan. For example:*

*Topic: environment Skill: reading Linguistic: should Vocabulary: animals, environment*

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| --- | --- | --- | --- | --- |
| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **Vocabulary** | **grade** |
| **Places in a town** | Listening and speaking | CAN or CAN’T | Places in the city | 6th |

**Attachment 1:**

**I can’t Dance (Phill Colins and Genesis)**

Hot sun beating down  
Burning my feet just walking around.

Hot sun making me sweat  
'Gators getting close, hasn't got me yet

\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_, \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_.  
The only thing about me is the way I walk.  
\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_, \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_.  
I'm just standing here selling everything.

Blue jeans sitting on the beach,  
Her dog's talking to me, but she's out of reach.

She's got a body under that shirt,  
But all she wants to do is rub my face in the dirt.

Cause, I can't dance, I can't talk.  
The only thing about me is the way I walk.  
No, \_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_, \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_.  
I'm just standing here selling.

And checking everything is in place,  
You never know who's looking on.

Young punk spilling beer on my shoes,  
Fat guy's talking to me trying to steal my blues.

Thick smoke,…

**Attachment 2:**

Chart with images and fill in the blanks exercise

|  |  |  |
| --- | --- | --- |
| A swimming pool  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A church  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_\_ | A stadium  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_ |
| A schools  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_ | **A hotel**  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_ | **A restaurant**  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_ |
| A university  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_ | **A fire station**  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_ | **A bus stop**  Here I can/can’t\_\_\_\_\_\_\_\_\_\_\_\_ |