INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This lesson plan attempts to help Colombian teachers that explore an easy way to integrate contents of the suggested curriculum and use “English Please book series” as a teaching material for 10th graders. This plan also addresses some tips to create a dynamic classroom environment where teachers’ instructions are more explicit and provide opportunities to lead students’ progress through communicative activities and types of assessments where teachers from their students` particularities may teach a world topic and develop English language skills. |

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| **Grade** | **Length of lesson** | **Number of students** | | | **Average age** | |
| **10** | **5 hours** | 40 | | | 15 - 17 years old | |
| **Area** | | **English level** | | | | |
| Rural | Urban x | A1 x | | A2 | | B1 |
| **Curricular Focus / Axes** | | | | | | |
| **Environmental / Sustainability Education** | | | X | | | |
| **Sexual / Health Education** | | |  | | | |
| **Construction of Citizenship / Democracy / Teenagers** | | |  | | | |
| **Globalization** | | |  | | | |

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| **Topic** | Fast fashion: Clothing and accessories around us. | | |
| **Module / Unit** | Module 3 Unsustainable Fast Fashion. | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Agreeing and disagreeing on fast fashion phenomena | Speaking | Clothes, materials, accessories and fast fashion. |
| **Principles / approach** | Task-based approach & Cooperative learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to describe the fast fashion phenomenon, and how people`s practices can make a difference. |
| **Subsidiary aims** | By the end of this lesson, students will be able…   * To identify specific and general information of oral and written texts. * To describe people`s fashion style using vocabulary and expressions of the module 3. * To explain how the fast fashion phenomenon influences by giving their opinions as consumers. * To explain orally how they can contribute to this phenomenon using visual aids. |

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| **Materials needed** |
| Video bean, laptop, PPP, a ball.  Workshop with tables and texts taken and adapted from English Please Fast Track 10th:  <http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/ep_sbook/student_ep2.pdf>  Paper, pictures, glue, markers, dictionary. .  English Please Fast Track 10th grade p. 75 - 79. |

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

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:** | T asks Ss to look at the images to review lexical concepts of previous class. Then T divides the class into 3 groups, and explains instructions to play a T board game.  T asks S to verify if they understand it.  T throws a ball to a St. Ss will be passing the ball while T chants “Hot potatoes, hot potatoes ...” when T stops, the S who has the ball (and his group) has the option to respond in 30 seconds. T and Ss decide if answers are correct. If not, who raises the hand can complete it and gets a point for his group. In a format T writes the points of each group and shows the results. The group with the highest score is the winner.  Some questions of the T board game are:  -Name 3 accessories for women. - Name 3 natural resources affected by industry. -Do you like to be in fashion? Why? - What is fast fashion? -Say 3 expressions to talk about fashion. | 40 minutes  T-Ss  S-S |
| **Introduction:** | T organises Ss to work in pairs to analyse images and discuss the following questions. Ss form 2 lines one in front of the other. T plays some background music and shows the first question. T provides 5 minutes per question.   1. What are your favourite clothes to wear? What is the most comfortable clothing material? 2. Do the clothes you wear change how you feel? 3. Do you think the clothes someone wears are important? Why?   To work oral interaction, the class is divided into four equal lines. Thus each member of line 1 and 3 stands facing a student of line 2 and 4. They have 5 minutes to ask and answer as many questions as they can.  T draws Ss attention to the expressions in the workshop and say they can use the expressions of the unit to share their opinions. T gives an example.  “In my opinion, .. If you ask me, … In my way of thinking, ... I think …, For me,… I believe that…”  T monitors and provides language assistance while they work. Then, T asks Ss to sit down and listen to and share their opinions.  T encourages Ss to write their opinions on the board to check spellings, ideas and say the responses to drill pronunciation individually and in group. | 25 minutes  S - S |
| **Controlled practice:** | T asks Ss to read the headings (book-page 77), then Ss listen to and take notes of key words and principal ideas of each paragraphs. Then T allows them to raise the hand to match oral texts and tittles. T allows Ss to read the texts and verify Ss answers.   1. It`s not only about people. 2. Keep it local. 3. Save the planet. 4. The people that you don`t see.   T asks Ss to read the text again and express concepts of bold words of the text (glossary).  **Ethical consumer - environmentally friendly - test on animals - support care - make a choice.**  Then, T encourages Ss to order some stir of papers to complete the sentence she says. For example: T says **If we treat animal well, .... ( will / a more / we / create / caring / society).**  After the reading, T asks Ss to work in small groups and discuss:  a. What is an ethical consumer? Explain in your own words.  b. What are the characteristics of an ethical consumer?  c. Do you consider yourself an ethical consumer? Why?  d. Considering the concepts of sustainable fashion and the readings, imagine you and your friends are responsible consumer and like to be in fashion. What eco product would you like to buy? Why? Think on the clothes famous people wear. Do you think they are or not in fashion? Why? | 30 minutes  T - Ss |
| *Assessment:* **CATs** Focused listing.  After working this task, T asks Sts to complete “My ethical consumer list” in 3 minutes. In this paper Sts have to write five words, express a concept and list three characteristics related to the text. (Appendix 1) |
| **Production:** | Due to the fact that the group has different likes and levels to work. For the final work, T allows Ss to work individually, in pairs or small groups. They can present a role play or a presentation supported by a visual aid. Beside the oral work, Ss will present the written text that can be a poster or their written plan. T also states Ss 5 required aspects for the presentation.  In small groups Ss start to plan the presentation. T listens to them and encourages them to be creative, use visual aids so that Ss can organize and be more confident to present it, (for those who have internet access)T allows Ss to use their cell phone and do a research on how fast fashion phenomenon impacts different natural resources around world and see how celebrities contribute to this. Thus, they can consider:  The name of the celebrity, pictures, a description of their clothes. Information about why people should wear or not particular clothes materials. Details of the product they choose. What is it made of? What features does it have? Why is it better than other similar products? Why do you recommend to buy it? Pictures of world situations related to the phenomenon discussed in class. Design a product and present it., etc. | 25 minutes  SS - SS |
| *Assessment: Rubric for final work.*  T explains Ss what aspects will be evaluated and set a time of 3 minutes for individual work and 5 - 7 for group presentation. (evaluation).(Appendix 3) |
| **Wrap-up** | Students` oral presentation. T displays the rubric to Ss and sets up grading criteria. After each presentation T asks Ss assess oral work writing in their notebooks the categories and a score they think the group performed. | T - Sts  80 minutes. |
| *Assessment: Peer-assessment*  T allows Ss to provide comments at the end of each presentation and provide feedback. |

*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** |
| This lesson plan is carried out in the laboratory room where students are organized in small groups. Through varied communicative activities T encourage Ss to use the language reinforcing lexical and expressions of the unit and linguistic aspects taught in grammar class.  Teachers interested in this lesson plan can make adjustments for their class since it consists of a sequence of activities that can be developed in the period. School`s resources or teaching objectives may enrich it since it is possible to integrate technology and develop different skills, if not teachers can record the text, for example, so that students can take notes or students can read it. |

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| **Key words** | | | | |
| **topic** | **skill** | **Linguistic** | **Vocabulary** | **grade** |
| Fast fashion: Clothing and accessories around us. | Oral production (speaking) | Expressions to give opinions + tenses of module 3. | Clothes, materials, accessories and fast fashion. | 10th |

Sample of assessments designed for the plan.

Appendix 1

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| **MY ETHICAL CONSUMER LIST** | |
| **Concept of** |  |
| **List 3 characteristics of** |  |
| **Write 5 words** |  |

Appendix 2

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| Final Oral Task - Group No \_\_\_ | Yes | No |
| My partners used lexical of the unit . |  |  |
| My partners used expressions to talk about and give opinions learned in the unit. |  |  |
| My partners understand topic and relate it to their life. |  |  |
| All participants are involved in the oral work. |  |  |
| Visual aids is creative and supports their oral work. |  |  |
| Comments |  |  |

Appendix 3

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| Oral presentation Rubric | | |
| Teacher: Carol Valenzuela | Student`s name: | |
| Aspect | Score |  |
| Presentation | 1.5  1.0  0.7 | Student is completely prepared, has rehearsed and presented the written text.  Student seems prepared, is clear and presented the written text.  Student does not seem at all prepared to present. Only presented the written text. |
| Vocabulary and expressions | 1.5  1.0  0.7 | Student uses lexical and expressions about fast fashion appropriate. Includes new words.  Student uses lexical and expressions about fast fashion appropriate and does not include new words.  Student uses vocabulary, but not include expressions about fashion. |
| Content | 1.0  0.7  0.5 | Student understands the impact of fast fashion when sharing opinions and ideas of how to help.  Student shows a good understanding of the impact of fast fashion when sharing opinions.  Student does not seem understand of the topic. Does not give opinions. |
| Pacing | 1.0  0.7  0.5 | Speak clearly. Communication is clear. Mispronounces most of the words.  Speak clearly. Communication is clear. Mispronounces some words. ( 10 - 15)  Speak quietly, but communicate some ideas. Mispronounces words during the presentation. |