INSPIRING TEACHERS

ELT PLAN TEMPLATE

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

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| **Author’sremarks** |
| This activity plan gives teachers a chance to know about children’s free time activities and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class because you can have your students practicing their speaking skills through an interview. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| 6th | 1 hour 20 minutes | 33 | | 11-13 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 | A2 X | | B1 |

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| **Curricular Focus / Axes** | |
| **Environmental / Sustainability Education** |  |
| **Sexual / Health Education** |  |
| **Construction of Citizenship / Democracy / Teenagers** | X |
| **Globalization** |  |

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| **Topic** | Free time activities | | |
| **Module / Unit** | Module 1. Democracy and peace | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Talking about interests and free time activities | Listening  Speaking  Writing | Go to the movies, play soccer, play video games, gang out with friends, dance, play the guitar, surf the internet, hike, ride a bike, swim, draw, paint, spend time with family, cook, watch TV, read a book, walk the dog, listen to music, go shopping. |
| **Principles / approach** | Communicative approach | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to use expressions about likes and dislikes and talk about hobbies and interests. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Ask for and give personal information about free-time activities. * Build sentences on hobbies and interests using the present simple tense. |

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| **Materials needed** |
| Flash cards (Go to the movies, play soccer, play video games, gang out with friends, dance, play the guitar, surf the internet, hike, ride a bike, swim, draw, paint, spend time with family, cook, watch TV, read a book, walk the dog, listen to music, go shopping.)  Suggested video 1 ‘Kids vocabulary - Hobbies and Interests- What do you like doing?’ <https://youtu.be/N1o4oOXLOZc>  Red and green cards per student.  Photocopies of the worksheet for each student.  Video beam/TV  Computer and speakers |

*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** | T reminds SS about the classroom rules.  T tells SS about what he likes to do in his free time (do sports, read a book, watch TV, go shopping, etc.) to model some vocabulary and pronunciation.  Then, T pastes some images about free time activities ([**Appendix 1**](#bookmark=id.30j0zll)) around the classroom and asks SS to stand up and go around to label the images with the corresponding activity they know.  T collects the images from the wall and pastes them all on the board so all SS can see them. T checks if the names are correct and add the ones that were left in blank. T models pronunciation of the vocabulary.  T asks SS to write down on their notebooks which of these activities they like to do in their free time. Some volunteers share their answers. | 15 minutes  T-SS  Individual work |
| ***Classroom assessment technique: Stop and go.*** *T gives SS two cards, a red one that indicates SS need more time to finish/more explanation, and a green one that indicates SS are ready to continue/have understood the topic.*  *Whenever T asks “How are we doing?” SS must raise the card depending on how they feel.* |
| **Presentation** | T shows a video about some hobbies. While the video is being played, SS must work on the worksheet ([**Appendix 2**](#bookmark=id.1fob9te)) circling the free-time activities they hear and drawing the activity they like the most doing. At the end, T asks some volunteers to provide their answers and share their drawings with the class.  T explains how to make complete sentences using the vocabulary practiced before and the present simple. T provides some examples of sentences (*In my free time, I like playing the guitar, I like listening to music, etc.)*  ***Classroom assessment technique: Stop and go.*** *T asks “How are we doing?” SS must raise the card depending on how they feel/understand about the explanation.*  Then, T explains how to make sentences to talk about what other person likes to do. On the board, T provides some examples using names of SS from the class to talk about their favourite free time activities. T emphasizes on the use of ‘S’ at the end of verbs in third person (He, she, it).  T explains that we use time expressions to indicate how often we do something. Time expressions consist of two or more words that usually go at the end of the sentence. T writes on the board some examples using *Every day, Once a week, Twice a week, every two weeks, etc.* T asks SS to write one sentence on the worksheet based on the activity they drew  Then, T explains how to ask yes/no questions and provide short answers in the Present Simple. T writes on the board:  *“Do you like playing soccer?”* and asks this question to a Ss. Depending on his reply, T writes on the board:  *Yes, I do/ No, I don’t*  *Does your friend enjoy playing soccer?*  *Yes, he does/ No, he doesn’t*  ***Classroom assessment technique: Stop and go.*** *T asks “How are we doing?” SS must raise the card depending on how they feel/understand about the explanation.* | 15 minutes  T- SS  Individual work  20 minutes  T-SS |
| **Practice** | T asks SS to work in pairs to answer a short questionnaire ([**Appendix 3**](#bookmark=id.3znysh7)) about their free time activities. T gives SS a model question: “*What do you do in your free time?”*  After collecting the answers, SS write eight sentences about their findings on their partner’s hobbies. T monitors SS’ work and clarifies doubts when needed.  ***Classroom assessment technique: Stop and go.*** *T asks “How are we doing?” SS must raise the card depending on how they feel/understand about the explanation.* | 15 minutes  SS-SS  Pair work |
| **Production** | When SS finish the activity, T invites some volunteers to share their sentences with the group. | 10 minutes  T-SS  SS-SS |
| ***Self-assessment technique: Reflection tree:*** *T gives the picture of a tree with different cartoons in different places* ([**Appendix 4**](#bookmark=id.2et92p0)) *and asks SS to choose the cartoon that reflects how they feel depending on their level of understanding and performance in the previous activity. T asks some SS to say their opinions based on their place in the tree.* |
| **Wrap-up** | ***Self-assessment technique: Three things:*** *In order to check students’ learning process, T asks SS to choose and respond on a piece of paper three of the following suggested prompts:*   * *Today I learn . . .* * *I am surprised by . . .* * *The most useful thing for me is…* * *I am interested in . . .* * *What I like most about this lesson is . . .* * *One thing I’m not sure about is . . .* * *The main thing I want to find out more about is . . .* * *After this session, I feel . . .*   *At the end, T collects the pieces of paper to analyse the SS’ answers for future lessons.* | 5 minutes  T-SS  Individual work |

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| **Implementation alternatives** |
| Make sure you make enough photocopies of the material for each student in your class.  Go around checking SS’ work and clarifying doubts.  You can also have the students to create their own questionnaires. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Enjoy your free time | Listening  Speaking  Writing | Present simple  Verbs to express interests and likes  WH- Questions | Hobbies  Expressing interests and likes | 6th |

**APPENDIX SECTION**

**Appendix 1. images about free time activities to label.**

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| **Insert an image of going to the movies**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Playing soccer**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Watching TV**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Insert an image of Playing video games**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Hanging out with friends**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Reading a book**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Insert an image of dancing**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Going shopping**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Walking the dog**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Insert an image of Playing the guitar**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Spending time with family**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Listening to music**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Insert an image of Surfing the internet**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Drawing/painting**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of Riding a bike**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Insert and image of swimming**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of cooking**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Insert an image of hiking**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Appendix 2. Worksheet about the video**

1. Circle the free-time activities you listen in the video.

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| Playing soccer | Watching TV | Reading a book | Playing the guitar |
| Cooking | Singing | Listening to music | Taking photographs |
| Studying | Riding a bike | Dancing | Doing homework |

2. Choose the activity you like doing the most and draw it below.



3. Write a sentence describing how often you do your favourite activity.

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4. Write a question to ask one partner about what he/she likes doing in his/her free time and write the answer.

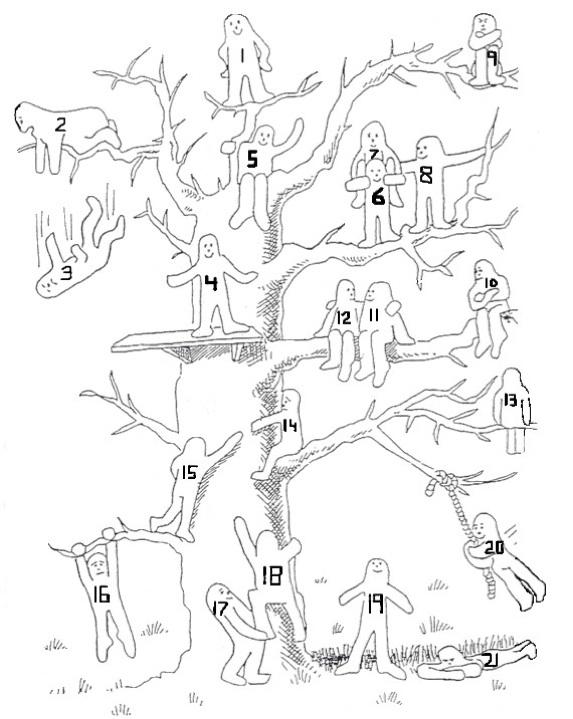
**Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Answer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix 3. Questionnaire for pair work**

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| **How often do you** | **Every day** | **Every two weeks** | **Once a week** | **Twice a week** |
| 1. Play sport? |  |  |  |  |
| 2. Play a musical instrument? |  |  |  |  |
| 3. Go dancing? |  |  |  |  |
| 4. Paint or draw? |  |  |  |  |
| 5. Go to the cinema? |  |  |  |  |
| 6. Watch TV? |  |  |  |  |
| 7. Read? |  |  |  |  |
| 8. Play video games? |  |  |  |  |

**Appendix 4. Reflection tree taken from** <https://jenniferpgce.wordpress.com/2013/05/08/where-am-i-at-hanging-on-for-dear-life-to-a-cracking-branch/>

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