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 plan will help students to know more about themselves and others. Through different exercises students will learn how to introduce themselves. It is a great opportunity to start the new school year using English in real situations. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| 6° | 100 minutes | 34 | | 12 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | 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** | INTRODUCING OURSELVES | | |
| **Module / Unit** | English, Please 1 - Module 1 - Unit 1 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Greeting someone else  Introducing a famous person | speaking- writing | Hello! Good morning.  Good afternoon Good evening |
| **Principles / approach** | Topic-based approach | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to introduce themselves and classmates |
| **Subsidiary aims** | By the end of this lesson, students will be able to give basic information about themselves |

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| **Materials needed** |
| Notebook  English, Please! book  Speaker  Dictionary  Board markers  Paper  Markers  Posters |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:** | * T chooses a song student like also appreciate. T must make sure that The classroom has space for the students to walk around. T explains the students that he/she will play the song and he/she stops it every student has to greet a classmate next to him/her by shaking their hands and introducing themselves (Hello, my name is…. Hi, I am…). Teacher does it a few times and then adds some variation and fun by asking them to greet each other in a different mood, for example 'greet each other happily' or 'sadly' or 'surprised' or 'he/she is your ex-boyfriend/girlfriend', 'you're in a bad mood', etc. | 15 minutes  T-Ss  Pair wok |
| **Introduction:** | **Note:** To do this part of the lesson T needs to ask students to bring to the class their ID card including some personal information (Name, surname, age, email, telephone number, birthplace)  T asks students to mingle showing their ID card to at least two more students.  T asks Ss to find a partner and introduce themselves to each other.  T gives student a model to follow. T copies it on the board   * My name is… * I am from …. * I am … years old * My email is… * My phone number is…. | 20 minutes  Pair Work  T-Ss  Ss-Ss |
| **Practice:** | T tells SS they are going to do more practise working with the book  T asks Ss to open their books and listen to audio (9) and select the correct answer (the name they hear in the recording)  T also asks Ss to listen to audio (13) and complete the answers in their notebooks.  Ss get in groups of three and read the text (point 8) and underline the words that refer about a person. (personal pronouns and names).  Ss identify the verb to be that is after each personal pronoun and name.  Ss write the conjugation of verb to be on their notebooks.  Ss complete a text using the corresponding form of the verb to be. | 25 minutes  Group Work  T –Ss  Ss-Ss |
| **Production:** | Ss work individually.  Ss write a text about themselves taking into the model of the text (SS have to use different personal pronouns and appropriate forms of the verb to be depending on the person, name and pronouns).  Ss go to the front of the class in order to share the text with the whole class.  Volunteers read their own texts to the class. | 20 minutes  Individual Work  T – Ss |
| **Wrap-up** | Ss get in pairs and they do a role play, some Ss interview a classmate asking about their personal information. The questions are on board and the interviewer asks and writes the answers in a box drawn on a piece of paper. Then SS exchange roles. | 10 minutes  Pair Work  Ss-Ss |
| **Assessment** | T asks Ss what they learned today and Ss write answers in a piece of paper.  T evaluates the class according to this rubric:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **ASSESSMENT** | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | | **Participation** | Participate in any activity. | Participate in 20%-49% of all activities. | Participate in 50%-79% of all activities. | Participate in 80-89% of all activities | Participate in 90%-100% of all activities | | **Activities** | I Didn’t do any activity | Did 1 activity in class. | Did 2-3 activities in class. | Did 4-5 activities in class. | Did all activities in class. | | **My own text** | Didn’t write the text. | Wrote the text with 4 and more mistakes of personal pronoun and verb to be. | Wrote the text with 3 mistakes. | Wrote the text with 2 mistakes of personal pronouns or verb to be. | Wrote the text using the correct verbs and personal pronouns. | | 10 minutes  T-SS  SS-SS |

*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** |
| In this lesson plan the Teacher can change the warm up activity by another game, for example “Guess who”. In the activity where students use their ID Cards T can asks SS to add more information to the card for example: Living place – Hobby- family etc. |

*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** |
| INTRODUCING OURSELVES | Speaking/writing | simple present  verb to be | Greetings | 6th |