INSPIRING TEACHERS

ELT PLAN TEMPLATE

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

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| **Author’s remarks** |
| This plan gives teachers a chance to energize the class. The students have a great opportunity to enjoy the English class and learn the topic in a different way by including the four skills. |

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| **Grade** | **Length of lesson** | **Number of Ss** | | **Average age** | |
| **Sixth** | **3 hours** | 17 | | 11-13 | |
| **Area** | | **English level** | | | |
| Rural **X** | Urban | A1 **X** | A2 | | B1 |

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

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| **Topic** | ***Likes and dislikes*** | | |
| **Module / Unit** | ***Healthy Habits*** | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Expressing likes and dislikes. | Speaking, writing, reading and listening. | Water, Milk, juice, fruits (apple, pineapple, pear, mango, strawberry, orange, watermelon), vegetables (cabbage, lettuce, carrot, tomato, potato, avocado, onion, peas, beans), bread, cheese, hamburger, meat, chicken, hot dog, pizza, coffee, yogurt, rice, pasta, cake, oil, salt, sugar. |
| **Principles / approach** | Task based | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, Ss will be able to express orally and in a written way what they like or dislike using vocabulary related to food. |
| **Subsidiary aims** | By the end of this lesson, Ss will be able to …   * Identify which food is healthy and which is unhealthy. * Express what they like and dislike * Ask about other people’s likes and dislikes * Talk about the findings of a survey |

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| **Materials needed** |
| Images related to food (you can print them or draw them), scissors, glue, survey format, cardboards, markers |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | *Board Race.* Ss make groups of five and write a list of words related to food for about five minutes (they can’t use the dictionary) then, one S per group writes on the board the list they did. The idea with this game is to activate previous knowledge on the Ss. | SS-SS  Group work  5 minutes |
| *Assessment: T is going to pay attention to spelling. T also corrects students mistakes when Ss share answers.* |
| **Introduction:**  Introducing language | To introduce the topic, Ss (in the same group they were playing *board* race) look for different pictures related to food (watermelon, pizza, carrot, sugar, bread, oil, apple, hamburger, pasta, cake) that are hidden around the school. Then, they draw them in their notebook, classifying them into two groups (healthy and unhealthy). After that, they write the name of each picture. | Team work  Individual work  45 minutes |
| *Assessment: T checks ss label images properly.* |
| **Practice:**  Controlled practice | Next task is a written assignment. Ss write sentences using the food words they have from the introductory part. They can use keywords as: *like, love, dislike, hate, don’t like.* While Ss work in their notebooks, T checks ss process one by one. | T-ss  Individual work  20 minutes |
| *Assessment: writing the sentences is the correct way to evaluate each one of the Ss.* |
| **Production:**  Freer practice | Ss do a survey in their classroom. In this survey they use yes/no questions. Example: *Do you like eating pizza? Do you like drinking milk?* They report what their classmates say about their likes. Ss complete the chart with the answers they get from their peers (tick *for yes or cross for no)*. Then, they are going to do a graphic and write sentences about the results of the survey. Example: *six Ss out of ten like eating pizza. Four Ss out ten don’t like eating pizza.*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *food*  *Kids’ names* | *Milk* | *Pizza* | *Onion* | *Coffee* | *Yogurt* | | *Student 1* |  |  |  |  |  | | *Student 2* |  |  |  |  |  | | *Student 3* |  |  |  |  |  | | *Student 4* |  |  |  |  |  | | *Student 5* |  |  |  |  |  | | *Student 6* |  |  |  |  |  | | ss-ss  1 hour |
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| **Wrap-up** | Orally, the Ss talk about their survey findings by making a presentation using a poster in a stand in the classroom (carrousel style) | ss-ss  1 hour |
| Assessment: peer evaluation: Ss will write a comment to two of their classmates about their performance. |

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| **Implementation alternatives** |
| * If you are working in a school with lots of computers, Ss could present the results of the survey using PowerPoint. * If you have more Ss than I have, the groups for *board game* could be all the members of a line, so you are going to have the same number of groups as lines you have in the class. * In case that you consider that groups of five Ss are too big, you can divide the class into smaller groups but you have to prepare more material for introducing the language (pre) task because you will increase the number of groups |

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| **Key words** | | | | |
| **topic** | **Skill** | **linguistic** | **vocabulary** | **grade** |
| **healthy**  **unhealthy** | reading  writing  speaking  listening | Present simple | **food** | sixth |