INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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| **School** | **La Esperanza – Planeta Rica** |

*Select the type of plan*

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

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| **Author’s remarks** |
| This lesson plan allows ss to enjoy sharing with partners, which helps them to be aware of the importance of group work and relationships. It also provides ss the freedom to speak about their daily context and the places and activities they really like. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6th** | **60 minutes** | 35 | | 12 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

*Select the curricular axe or focus*

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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** | Knowing the city. | | |
| **Module / Unit** | Unit 3 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing places around town | Writing  Listening  speaking | Police station  School  Bank  grocery stores  parking lots |
| **Principles / approach** | Intergarted Skill | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to talk about places in their city. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * To use prepositions of place properly. * To recognize differences between there is / there are to talk about singular or plural things. * Practice vocabulary about places in the city. |

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| **Materials needed** |
| **Boxes (big or small), scissors, colors, glue.** |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:** | T starts the class by asking SS to do some movements in order to get SS’s attention and to motivate them through commands. “Simon says”  “Hands up” – “jump” – “clap” – “hands on the head”.    To emphasize what they remember from last class (prepositions of place). | 5 minutes  T-SS |
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| **Introduction:**  Introducing language | T projects an image of a city (you can show an image of your town) that contains different places and SS are given a checklist that contains some yes/no questions about the city.  SS has to tick every answer.  Is there a police station? Y/N  Is there a supermarket? Y/N  Are there grocery stores? Y/N  Are there parking lots? Y/N | 5 minutes.  T – SS  SS-SS |
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| **Practice:**  Building a model city. | In groups, SS should share the materials they brought in order to start building their scale model of his/her neighborhood or city.  SS should color and decorate the places of the city they built in the model, but they should not put the names on it. | 25 minutes.  SS-SS |
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| **Production:**  Freer practice | In pairs, student A will ask yes/no questions to student B.  Is there a church in your city?  Is there a drugstore in front of the church?  And so on until Student A discovers the location of the places in the scale model of student B and put the names on it and vice versa. | 15 minutes.  SS-SS |
| *Assessment:* T asks ss to close their eyes and to raise a hand if they are able to describe his/her context. |
| **consolidation** | In groups, SS should describe their ideal city or town. T posts questions:  What would that ideal city have?  Why would that ideal city have those places? | 5 minutes.  SS-SS |
| **Wrap-up** | T asks ss to write down how they felt when doing the activity. | 4 minutes.  SS-SS |
| *Assessment: Two stars and a wish* |

*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** |
| Before trying to implement this plan you should take into account that students must have already studied prepositions of place, there is - there are and places of the city.  When working in groups, T can decide the number of SS per group.  It would be easier to implement because T can modify vocabulary. |

*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** |
| **Real context** | Writing  Listening  speaking | Simple present  Likes and dislikes | Places of the city  Police station  School  Bank  grocery stores  parking lots | 6 |