INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Author** | |
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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This lesson plan gives students the opportunity to develop speaking and listening skills and practice describing people’s personality by using the verb To Be in the present and past. And for the teacher it provides a valuable opportunity to assess the level of understanding of their students. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6TH** | **1 hour and 30 minutes** | 20 | | 11 to 14 | |
| **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** | Personalities | | |
| **Module / Unit** | Democracy and peace. Unit: People | | |
| **Language focus** | Functional language | Language skills | Vocabulary |
| Describing personality | Speaking  Writing | Strong  Affectionate  Loving  Nice  Respectful  Responsible  Friendly  Attentive  Smart  Solidary  Playful  Loud  Strict  Hard-working  Humble  Creative  Discreet  Generous  Calm  Helpful  Charming |
| **Principles / approach** | Task based learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of the lesson, learners will be able to describe people’s personality |
| **Subsidiary aims** | By the end of this lesson, students will be able to   * use vocabulary related to personality traits * Produce sentences where he/she describes his/her family members |

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| **Materials needed** |
| Computer, projector, video, flashcards, printed pictures, scissors, glue, letter size sheets  Annexes 1 |

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| **Stage** | **Procedure** | **Time and interaction** |
| Warm up | Ss get into groups of 5. T gives each group a set of (annex 1) words that describe physical and emotional features like: affectionate, loving, angry, strong, attentive, etc.  Students practice their dictionary skills by searching for the meaning of the words. Each member looks up 5 words and shares their meaning with the rest of the group. Ss can use <https://www.wordreference.com/> or a printed dictionary. They are also responsible for figuring out the pronunciation of each item..  Once they have the meaning of all the words, they will discuss who in their class fits the descriptions.  Example: Carlos is humble and hard-working. The teacher is strict but nice.  T monitors and helps with language. | 20 minutes  Group of 5  T-SS  SS-SS |
| Pre-task: | Before class, T selects 5 pictures of the following characters and 3 phrases that describe each.  - a representative character from the municipality  - a football player  - a singer  - a politician  - a Colombian writer.  Example:  Picture of Don Juanito Bastidas, character of the municipality of Nariño.  Phrases:  He is kind and helpful.  He helps people.  He is a doctor  Ss continue working in groups of 5. T gives each group a set of pictures and phrases cut out into strips of paper. Ss must match the phrases with each of the characters. | 15 minutes  Group work  T-SS  SS-SS |
| Task | The teacher has previously asked students to bring printed pictures of 5 family members, letter size sheets, scissors and glue.  The teacher gives instructions on how to make a family album:   1. Cut the sheets of paper by half 2. On the first page write as the title “Family album” 3. On each sheet, paste the picture of each family member 4. Below each picture write sentences using verbs and physical and emotional features. 5. Bind the sheets 6. You have 30 minutes to do the job   T monitors and helps with language | 30 minutes  individual |
| Post task: | Students number themselves 1 and 2.  The “1s” stand around the classroom with their family albums. The “2s”  visit each partner and will listen to partner 1 describe their album. T allows 1 minute for the “1s” to talk, and then plays some music to indicate that “2s” must move left to a new partner. After everyone has rotated several times, Ss switch roles. Now the “2s” will speak as the “1s” listen. And repeat the same procedures. | 15 minutes  whole group  SS-SS |
| Assessment | For the learning log, each student completes a record card that contains the following:  Today I learned ...  I need more practice ...  I am still not sure about … | 5 minutes  Peer work  SS-SS |

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| **Implementation alternatives** |
| I work at an urban school in which ss have internet access, but if you are working at a rural zone this plan can be adapted by using printed dictionaries.  Students might not bring photos of their family, so the teacher can bring magazines for students to cut out pictures and make an imaginary family album. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| personality | Speaking, writing | NA | personality traits | Sixth |

**Annex 1**

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| Strong | Affectionate | Loving |
| Nice | Respectful | Responsible |
| Friendly | Attentive | Smart |
| Solidary | Playful | Loud |
| Strict | Worker | Humble |
| Creative | Discreet | Generous |
| Calm | Helpful | Charming |