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 activity plan can be used to have Ss sharing some personal information in a conversation that has as a context an airport. This is a good opportunity to consolidate language, to allow students to have a conversation simulating a real life situation. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| 6th | 35 minutes | 42 | | 14-16 | |
| **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** | At the airport | | |
| **Module / Unit** | Module 1: Democracy and peace | | |
| **Language focus** | Functional language | Language skills | Vocabulary |
| Asking and answering questions about personal information. |  |  |
| **Principles / approach** | Integration of the four language skills | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to have a simple conversation with airport officers in order to provide personal information. |
| **Subsidiary aims** | By the end of this lesson, students will be able to answer personal information questions. |

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| **Materials needed** |
| **Equipment:** Computer, TV. **Copies:** Appendix 1 |

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| **Stage** | **Procedure** | **Time and interaction** |
| **Step 1** | T shows a picture of a person at the customs in the airport. T asks Ss: What information does the officer ask visitors?  Then, T writes Ss’ ideas on the board.  ***Possible answers***: name, country, nationality, age, job, purpose of travelling, time you are going to stay, etc.  Then, T tells the class that they are going to work on a role play in this place. Then, SS work in pairs to write the questions that correspond to the aspects on the board.  ***Possible questions:***  - What’s your name? - How do you spell it?  - Where are you from? - What’s your nationality?  - What’s your job? - How old are you?  -Why are you visiting….? - Where are you going to stay?  - How long are you going to stay?  Ss are encouraged to write the questions on the board. Then, T asks the class to confirm if the questions are correct or make any necessary adjustments. Finally, T drills pronunciation with the whole class. | 5 minutes  T-SS  10 minutes  Pair work  5 minutes  Whole class |
| **Step 2** | Now, T asks Ss to create an alter ego profile, so they imagine they have a secret personality and thus, they are going to travel on a mission with that new information.  Ss tell the class that he/she’s going to play a song and SS must dance around the classroom. When the music stops, they need to interview the person who’s closer to them. They ask and answer questions and complete the information in the chart about the people they interview. (Appendix 1)  When the activity is over, volunteers share their findings with the class using these prompts:  ***- Juan David’s alter ego is Tony Stark. He’s from the USA. He’s an inventor, etc.*** | 10 minutes  SS-SS  5 minutes  Whole class |

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| **Implementation alternatives** |
| If there’s no equipment to show the pictures, T can bring flashcards to contextualise the lesson. If it is necessary, teacher can review key vocabulary related to personal information before working on this activity. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| At the airport | Speaking | To be verb  Future going to | Personal information | 6th |

**Appendix 1- At the airport**

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| **Student** | **Alter Ego** | **Country** | **Nationality** | **Job** | **Age** | **Reason for travelling** | **Accommodation**  **place** |
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**Appendix 1- At the airport**

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| **Student** | **Alter Ego** | **Country** | **Nationality** | **Job** | **Age** | **Reason for travelling** | **Accommodation**  **place** |
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