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 allows students to get familiarised with the vocabulary about body parts. It also helps to identify useful vocabulary to describe the body. As students at sixth grade are very active learners, the lesson plan provides them with a meaningful opportunity of learning by using attractive material and activities. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| sixth | 90 minutes | 37 | | 10 to 15 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

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

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| **Topic** | Describing people | | |
| **Module / Unit** | 2 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Asking and answering questions about the physical appearance of people. |  | Body Parts  Adjectives |
| **Principles / approach** | Task based learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to describe the physical appearance of people by using adjectives. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * talk about the main parts of the body and its features * write informative tenses about our bodies using present tense |

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| **Materials needed** |
| Equipment: projector, computer, speakers  Flash cards: Famous people  Pictures: Ss’ are asked to bring pictures of friends or people in their family to work in this lesson. |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up** | T introduces the parts of the body with this video:  <https://www.youtube.com/watch?v=SUt8q0EKbms>  SS are asked to draw a human silhouette. Then SS write the parts of the body while they are watching the video.  ***Key words***: *Body, head, hair, ears, eyes, nose, mouth, teeth, tongue, neck, shoulders, stomach, hips, arms, legs, feet.*  Then, T asks Ss to repeat some commands like this is my body, move your body, touch, grab, open your mouth, stick out your tongue, bend your neck, wiggle your hips, shake your arms, jump.  Finally, T plays Simon says with the class. SS also take turns to be Simon. | 15 minutes  T- Ss  5 minutes  T- Ss |
| **Pre-task** | T. shows some pictures of different people and asks Ss to say some appearance adjectives they know. Volunteers approach the board and write the ones they know.    Then, T shows the video at <https://www.youtube.com/watch?v=sip0nbImXJ8>  to present some **appearance adjectives**:  *age: young, middle age, old*  *body: skinny slim fat chubby muscular plump overweight*  *height: short tall*  *skin: dark light pale freckles tattoo*  *hair: colour black blonde red brown grey white*  *long short straight wavy curly bald beard moustache*  *beautiful pretty ugly handsome good looking*.  While watching the video, Ss have to take some notes about the vocabulary. Then, T asks Ss to repeat the words.  T. projects a picture of a famous person the class knows and asks Ss to describe him/ her.  ***Example:*** This is Shakira, she is a singer, she is short, blonde, she has long hair, her eyes are brown, her hair is blonde and curly.  Ss work in groups and they are given pictures of different famous people. Then, Ss in the group take turns to say something about this person’s physical appearance. At the teacher’s signal, groups rotate their pictures and now, they describe a new famous person. | 10 minutes  T- Ss  5 minutes  T- Ss  15 minutes  Group work |
| **While-task** | Then, T asks SS to take out the photos they brought to the lesson. Ss choose a pictures and work on their notebooks to write a description of that person, following the example on the board. They must write at least five physical characteristics.  Then, SS interchange notebooks to read each other descriptions and make any necessary corrections.  Finally, Ss work in small groups and present their descriptions to the classmates in the group. Meanwhile, T monitors Ss work. | 10 minutes  Individually  10 minutes  Pair work  10 minutes  Group work |
| **Post Task**  **Assessment** | T gives some feedback to Ss about the positive hard work in the previous stages of the class. T can also give some advice and correction about the development of the activities. It’s a good moment to give some advice about the way SS are working.  Finally, T asks SS to make a list of two things they learned, and one thing they still need to learn. They write this on a piece of paper and give it to the T when leaving the classroom. (Exit tickets) | 5 minutes  T- Ss  5 minutes  Ss individually |

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| **Implementation alternatives** |
| If teacher feels the lesson needs a bit more of movement, he/she can sing the song “Head and shoulders knees and toes” that can be suitable to reinforce vocabulary.  It is also important to consider that for SS at this age is necessary to have a lot of visual material, in order to capture their attention.  If you do not have access to a projector for the images and video you could have students draw the flashcards at home, and then use them in the class. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Health**/**sexual education** | writing | Present simple | Body parts / Human Body / adjectives to describe physical appearance | Sixth |