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 plan provides both teacher and students with the opportunity to get involved in a lesson that implies vocabulary to talk about them. Students will discover and use new vocabulary through video and practical activities that allow them to foster their communicative skills. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6°** | **110 minutes** | 30 | | 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** | X |
| **Construction of Citizenship / Democracy / Teenagers** |  |
| **Globalization** |  |

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| **Topic** | Describing people´s physical appearance | | |
| **Module / Unit** | 3 | | |
| **Language focus** | Functional language | Language skills | Vocabulary |
| Describing people physical appearance |  | Body parts / adjectives to describe physical appearance |
| **Principles / approach** | Task-based Learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to describe people physical appearance. |
| **Subsidiary aims** | By the end of this lesson, students will be able to   * Identify adjectives to describe people. * Use to be / have verbs for descriptions |
| **Materials needed** | |
| **Flash cards:** People with different physical characteristics  **Word cards:** Sentences describing the people on the flash cards  **Equipment:** Computer and speakers  **Classroom objects**: Markers and board. | |

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| **Stage** | **Procedure** | **Time and interaction** |
| **Warm up** | ***Note: Last session, the teacher asked students to bring a photo of their families and half cardboard to work in group of five.***  The teacher shows students some flash cards in which there are people with different physical characteristics, “tall, short, slim, fat, strong, old, bald, etc.” and asks the students for words to describe them.  The words they say are written down on the board. T and Ss work on pronunciation. Then, words are erased before next stage starts. | 10 minutes  T-SS |
| **Lead in** | The teacher plays a catchy song for describing people´s physical characteristics and asks the students to write down on their notebooks the words used for describing they can listen to during the song and will be pronounced in choral repetition after the teacher. The song will be played twice if necessary.  <https://www.youtube.com/watch?v=RpuF57cIltw>  **Key words:** Tall, short, fat, slim, bald, straight hair, dark hair | 15 minutes  T-SS |
| **Pre- task** | The teacher chooses some students at random and describes them orally with gestures and simple sentences like: What does Maria look like? Maria is short. What does Jorge and Luis look like? Jorge and Luis are tall, Rosa is slim, and Pedro has freckles and also writes down the descriptions on the board.  Now, the teacher hands out some sentences in a paper and the flash cards used at the beginning of the class and students have to look for the sentence or flash card that matches with the one they have and paste them on the board and read them aloud. Then, Ss are asked to copy them and have them as a model for the next activity.  **Sentences samples:**  Mary is short Rosa is tall Jorge has freckles  Luis is fat Ana has blonde hair Sara is slim  The teacher asks students to work in groups of four and they have to describe their team partners in two sentences. Then, students have to describe orally their team partners for all the class without saying their names and the rest of class guesses who he/she is. | 7 minutes  T-SS  SS-SS  10 minutes  SS-SS  13 minutes  Group work |
| **While task** | Ss are asked to work individually. They need to take their family pictures they brought to the class. Then, they need to prepare a short presentation about them giving physical descriptions, using the sample sentences in the previous stage.  When Ss are ready, T asks them to work in groups of Ss. Now, they are going to take turns to show their pictures to the group, describe a person in the picture without saying who the person is. The other Ss guess the person he/she is describing:  Example:  St A: he /she is…. She/he has….  St B: Is this your father / mother / sister? Is it this person?  While Ss do the oral task, T monitors to collect positive aspects and things to improve for further feedback. | 10 minutes  SS-SS  20 minutes  Group work |
| **Post-task** | The teacher leads feedback highlighting positive aspects from Ss presentations and some difficulties they might have had related to grammar or pronunciation. It is also the chance for T to clarify any doubt students have regarding language. | 15 minutes  PW |
| **Assessment** | Learning wall.  Ss are asked to approach this space in the classroom and write down some ideas using the prompts:  Today I learnt…. I liked... I want to….  T pays attention to Ss ideas and considers them to plan next lessons. | 10 minutes  Whole class. |

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| **Implementation alternatives** |
| This lesson plan was created for sixth graders which are mostly kinesthetic since they like moving around the classroom and feel special motivation for participating in dynamic lessons using body movements. They also are characterized for being visual students and need to be exposed visually many times to the same vocabulary for learning and using it. A good tip is to paste the flash cards on the classroom walls and listen to the song at the beginning or at the end of each class.  In the case that there is not any equipment for playing the song, I personally consider a good idea to let know the lyric to the students and practice the song in previous sessions. For larger groups of students, I suggest to work in bigger subgroups taking into account the different skills students have so they can complement their teamwork.  This lesson can be deeper, of course depending on students’ level, with more vocabulary or a more complex song. The lesson plan can be adapted to any context, rural or urban. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| People´s physical appearance | speaking | To be / have verbs | Adjectives of appearance | 6th |