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 task plan gives the students a chance to know about themselves, their interest, favourites places and their homes and it also gives you a valuable opportunity to teach vocabulary and grammar in a fun way.Drawing what they like, to do the topic more appealing and explain their drawing helps to memorize expressions easier. |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **6th** | **90 min** | 22 | 10-12 |
| **Area** | **English level** |
| Rural x | Urban  | A1 x | A2  | B1  |

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

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| **Topic** | This is my home. |
| **Module / Unit** | Module 4 |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing places | Writing and speaking | House, palace, windows, bedrooms, kitchen, living room, paitings, roof, castle, bed, lamp, chairs.  |
| **Principles / approach** | Task based learning |

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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to Exchange information about characteristics of a house.  |
| **Subsidiary aims** | By the end of this lesson, students will be able to-Identify vocabulary related to home.-Write sentences using there is and there are in real context.  |

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| **Materials needed** |
| Pieces of papers with phrases.Clippings with household items.Screen and images. |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**Ice-breakerWonderful houses | The students observe on the screen three houses, three names of characters and three descriptions (a chocolate house, a greenhouse and a castle). They guess where the characters live in the stories and what is the description of each house. | 10 minutesT-SSGroup work |
| **Pre-Task** | **Pre-listening:** The Teacher shows a photo to students and tells them: “This is a house” and then T points another photo on the board and tells them “That is a castle”**While-listening**In pairs. The teacher gives to the students a piece of paper with ten phrases (7 phrases with that, this, there’s and there are).1. This is a house2. There’s a green roof.3. That is my house.4. There are 4 bedrooms.5. This is a castle.6. There many windows and doors.7. That is my brother. Then, the teacher will read the seven phrases and the students will highlight the statements that they hear.**Post-listening**SS represent one of the seven sentences by drawing it. | 15 minutesT-SsPairs |
| *Assessment:* The teacher checks the answers asking students to read phrases. |
| **Task-Cycle**The house of my dreams. | -T asks Ss to get in pairs.-T shows a picture of a beautiful house with a short written description.- Then, the T asks Ss to design “The house of their dreams”. -The Ss read the next example of a description: “This is my house, there’s a big living room, there are four bedrooms and there’s a cooker” etc.When Ss finish the plan, they write a short description under their pictures.  | 30 minutesT-ssPairs |
| *Assessment: Each pair share in orally way their picture with its description.* |
| **Post-Task** My house’s plan | -In pairs: Now, T asks Ss to draw a plan of their own home in a piece of paper given by the teacher.-After that, T gives Ss some pieces of paper with household items.-The Ss have to place the household items in their drawing plans.  | 20 minutesT-ssPairs |
| *Assessment:* The students have to take notes about what there’s in their drawing plan, the T checks them and then they paste their plan with its notes on the wall. |
| **Wrap-up**Speaking activity.I share with you | In pairs, (Student A and B) socialization of the activity above:-Students A show their plans and tell his-her classmate what is in their homes.Then, they exchange roles.  | 15 minutesT-ssPairs |
| *Assessment: In oral socialization the students use “This, there’s / are”* |

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| **Implementation alternatives** |
| Ask students to bring magazines with household pictures so that they can also choose what they can place in their house plan.You can also include dictogloss or running dictation.  |

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| **Key words** |
| **topic** | **Skill** | **linguistic** | **vocabulary** | **grade** |
| **This is my home** | Writing and speaking | This, There is / are | House, palace, windows, bedrooms, kitchen, living room, paitings, roof, castle, bed, lamp, chairs. | Sixth |