INSPIRING TEACHERS

ELT PLAN TEMPLATE

|  |  |
| --- | --- |
| **Author** | |
| **Teacher´s name** | **DARSY ESPINOZA PARRA** |
| **Email** | **daespa23@yahoo.es** |
| **School** | **ITA ANOTNIO NARIÑO. SÁCAMA-CASANARE** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
|  |  | x |  |

|  |
| --- |
| **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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | | |

|  |  |
| --- | --- |
| **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. |

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

|  |  |  |
| --- | --- | --- |
| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker  Wonderful 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 minutes  T-SS  Group 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 house  2. 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 minutes  T-Ss  Pairs |
| *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 minutes  T-ss  Pairs |
| *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 minutes  T-ss  Pairs |
| *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 minutes  T-ss  Pairs |
| *Assessment: In oral socialization the students use “This, there’s / are”* |

|  |
| --- |
| **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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |