INSPIRING TS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
| **Teacher’s name** | **LUIS MARIO FERNANDEZ MOHAMED** |
| **Email** | **Mariom2210@hotmail.com** |
| **School** | **SIMON BOLIVAR SCHOOL** |

*Select the type of plan*

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
| **X** |  |  |  |

*Write a few lines about the usefulness of this plan for the Colombian English Ts*

Example: This lesson plan gives the ss a chance to know about you, their new T, and it also gives you a valuable opportunity to assess your ss' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

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| **Author’s remarks** |
| This plan is an invitation for all students to be motivated with new ways of learning and to improve their English skills. This is a great opportunity to grow up as a student and to get a better level for the present and the future. |

*Complete with the information about your ss*

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| **Grade** | **Length of lesson** | **Number of ss** | | **Average age** | |
| **7TH** | **1 HOUR** | 32 | | 13 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

*Select the curricular axe or focus*

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

*Complete with information about the content and methodological approach of the plan*

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| **Topic** | Social media – past tense | | |
| **Module / Unit** | 1 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Write a text message. | Speaking, writing | write, wrote, read, understand, understood, think, thought, eat, ate. Hi, hello, greetings, regards, love, yours. |
| **Principles / approach** | Integration of language skills | | |

*In “Aim”, state what the learning goal is, in other words, what you want your ss to achieve by the end of the session.*

*In “Subsidiary aims”, relate the language skills (communicative and linguistic) ss need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centred, specific, measurable, achievable, realistic, and action oriented.*

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, ss will be able to write a short message for a close person using the past tense. |
| **Subsidiary aims** | By the end of this lesson, ss will be able to …   * Identify the use of the social networks for communication. * Identify different ending sounds for regular verbs in past tense. * Use verbs in present and past tense in context. |

*List all the materials needed for this plan. Please, do not include any picture or photograph.*

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| **Materials needed** |
| List of verbs in past (write-wrote- read-read-understand-understood-think-thought-eat-ate), sample texts, word search puzzle. |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what T and ss do at each stage of the session.*

*Be sure to be thorough so any T can follow this plan. Write the procedure in third person and present tense.*

*Use these conventions: T= T S= ss Ss= ss*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | T shares a tale about non violence (Mahatma Gandhi) and asks SS to reflect on it. | 5 minutes  T-SS |
| *Assessment: T checks SS participation* |
| **Introduction:**  Introducing language | T writes Facebook on the board and asks about the social network sites. Then T asks SS about these social networks:   * *How often do you use them?* * *What do you use them for?* * *Do you know any people who communicate every day using Facebook?* * *Did you use any social network yesterday?*   T explains that today they will focus on the past tense. | 5 minutes  Whole class |
| *Assessment: T will correct ss mistakes when answering the questions.* |
| **Practice:**  Controlled practice | T gives them a word search puzzle with irregular verbs in the present and past tense and explains SS what they have to do. Ss read carefully the instructions and start to develop the word search puzzle.  Once ss have solved the word search puzzle, T writes on the board some examples of irregular verbs. T pronounces the verbs to the ss. Ss repeat the pronunciation of the verbs.  T writes an example of a WhatsApp or Facebook message using irregular verbs in the present and past tense.  T suggests some words and verbs to form a message, example: my dear mom-my dear dad-my dear partner-I think-I thought-  T explains SS that they can use words as: please. Thanks-  Interested, sports. languages. travels, artistic, quiet, happy, tired, bored. | Individual work  10 mins  T-SS  10 mins |
| *Assessment: T checks SS pronunciation and understanding of the texts.* |
| **Production:**  Freer practice | T asks SS to work in pairs and create a message (similar to those from the examples).  Ss need to use sentences with irregular verbs and the rest of the vocabulary T mentioned before. | Pair work  20 minutes |
| *Assessment: T goes around checking on SS work and helping them with what they need.* |
| **Wrap-up** | SS rotate to share their messages with their classmates. | SS-SS  10 minutes |
| *Assessment: Peer evaluation: SS correct their classmates’ texts when necessary.* |
| MATERIAL USED:  Word search puzzle:   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | U | N | D | E | R | S | T | A | N | D | S | | W | K | L | O | P | A | A | W | O | N | K | | R | R | M | N | Q | K | N | I | H | T | E | | E | J | O | T | S | L | B | E | C | L | E | | A | I | A | T | H | O | U | G | H | T | T | | D | T | U | A | E | V | D | Z | A | A | I | | E | G | F | E | W | W | A | X | Y | B | R | | K | N | E | W | C | B | E | G | O | D | W | | H | D | O | O | T | S | R | E | D | N | U |   *Texts:*   1. Dear mom.   I am so happy when you prepare nice food,  I like to **eat** everything that you cook.  I **ate** a very delicious dish of fried chicken that you **cooked** yesterday,  I **think** that you are the best chef in all the world.  I love you mom.  Your favourite son, Charly  2. Hello dad!  You are the best cook for me.  You are the best cook, because you learn from your mistakes.  You **understand** very quickly how to cook and how to **make** me very happy.  I **understood** that you **are** the best cook, when I **moved** to another country.  I like to eat your spaghetti, your bandeja paisa.  I never **thought** that I will miss your dishes.  Now that I **am not** close to you, I have **understood** that I will never cook like you, but I may **write** to you every night and you can send me a message to teach me how to cook.  I love you forever dad.  Your daughter, Susie. | | |

*List a series of ideas of how this plan can be methodologically adapted so other Ts can implement it in their own educational context.*

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| **Implementation alternatives** |
| If you have a room with computers in your school, you can have students send a real message to another classmate. Or, if you have WiFi they can send a real text to a classmate using WhatsApp.  If your students are not familiar with social networks, they can work on simple letters for their family or friends. |

*Write the key word for each category based on the content of this plan. For example:*

*Topic: environment Skill: reading Linguistic: should Vocabulary: animals, environment*

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Messages in social networks** | Writing  Speaking | Past tense | Activities, greetings. | 7th |

ss