INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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| **School** | **I. E. San Anterito.** |

*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 teachers*

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' 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** |
| x |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **7** | **115 min** | 30 | | 11-12 | |
| **Area** | | **English level** | | | |
| Rural | Urban | A1 x | A2 | | B1 |

*Select the curricular axe or focus*

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

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

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| **Topic** | Free time activities | | |
| **Module / Unit** | 1 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Giving and asking for information about free time-activities. | Listening  Speaking  Reading and writing. | Fishing, swimming, watching TV, dancing, and playing video games. |
| **Principles / approach** | Communicative approach | | |

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

*In “Subsidiary aims”, relate the language skills (communicative and linguistic) students 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, students will be able to ask for and give personal information about free –time activities. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Exchange information about free-time activities through open/closed questions using simple present. * Will be able to make a simple oral description about healthier free-time activities. |

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

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| **Materials needed** |
| * **Listening about the free time activities of some students in Colombia.**   **(**Track 1 audio script 1 student´s book way to go grade 7°).  [**https://drive.google.com/drive/folders/0B-U24URGcwHpZWRiNUM0TUdObWc**](https://drive.google.com/drive/folders/0B-U24URGcwHpZWRiNUM0TUdObWc)  **Video beam, flash cards and pieces of paper.**   * [**http://aprende.colombiaaprende.edu.co/es/node/94010**](http://aprende.colombiaaprende.edu.co/es/node/94010) |

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

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

*Use these conventions: T= teacher S= students Ss= students*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:** | T asks Ss to stand up to search for a classmate.  Ss get in pairs and one of them goes outside the classroom and looks at five pictures from different children doing different free time activities.   * First photograph a kid on a boat fishing. * Second photograph a girl riding a horse. * Third photograph a boy swimming in the sea. * Fourth photograph a girl doing exercise. * Fifth photograph a boy playing video games.   (you can download these images from google)  Then the student explain with mimics to the classmate what he/she saw in the pictures, and the other student has to guess each picture. Finally the teacher shows the photos.  The T and SS discuss what they see in the pictures. | 5 minutes  T-Ss  SS-SS |
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| **Introduction:**  Introducing language | The T asks the students to listen to an audio about the free-time activities of some Colombian students (track 1 audio script 1 student's book way to go grade 7°). **https://drive.google.com/drive/folders/0B-U24URGcwHpZWRiNUM0TUdObWc?usp=sharing**  While they listen they have to select the statements that they hear.     |  |  |  |  |  | | --- | --- | --- | --- | --- | | I love going to the beach | I like watching tv. | I’m from Caldas. | I like to do woodwork | I like to go shopping. | | Playing video games. | I love going to the beach. | I like to do exercise. | I help my parents with the harvest | I like to go fishing | | I go to the  beach three times a week. | I like to go dancing. | I love painting. | I am from puerto lopez. | I like to go dancing. | | I like to go horse Reading. | I like to do gymnastics. | I’m from Santander. | I like to go to the gym. | I like to ride bike. | | I like to do chores. | Chatting through  Social networks. | Make wooden crafts | Make wooden crafts. | I’m from Nariño. |   After that the students should:   * Stand up and search for two classmates to asks: * What free time activities they selected from the audio. * What activities in the audio do they practice? * T asks the students some questions when they are in group about the audio, like: (students will be given a chart to classify the boys’ activity and the girls’ activity)  |  |  | | --- | --- | | **Boys’ Activity** | **Girls’ Activity** | |  |  |  * + What do the girls in the audio like to do?   + What do the boys in the audio like to do? | 20 min  Individual  SS-SS |
| *Assessment: self-assessment: list the words that describe the free time activities from the audio. Create a chart that separates the words they know and the words they don’t know. Share with T and SS.* |
| **Practice:**  Controlled practice | The T asks the Ss to watch a video about free time activities.  [**https://www.youtube.com/watch?v=N1o4oOXLOZc**](https://www.youtube.com/watch?v=N1o4oOXLOZc)   * The T asks the Ss to write on the pieces of paper that are pasted on one of the four corners of the room the activities that are mentioned in the video according to their preferences.  |  |  |  | | --- | --- | --- | | Like | Classroom | Somewhat like | |  |  | | Somewhat don’t like | Don’t like |  * in groups of 4 SS read about how teenagers spend their free time in the countryside and in the city (student’s book way to go page 15) after that the teacher encourages students to role- play the two free time activities and do it in front of the other classmates. * T asks SS the following questions: * 1- what do you like to do in your free time?   2 where do you practice it?  3 How often do you practice it?  4 why do you like it?  5 Do you think that your free time activity is  Healthy and why? | 20  T-SS  SS-SS  Individual |
|  |
| **Production:**  Freer practice | * SS record an interview on a cell phone with the same questions in pairs and take turns interviewing each other   1- what do you like to do in your free time?  2 where do you practice it?  3 How often do you practice it?  4 why do you like it?  5 do you think that your free time activity is  Healthy and why?   * The Ss should send to the teacher the recording by WhatsApp in order to show the interview by video beam and the others should express their appreciation of the interview. | 60 min |  |  |  |  |  |
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| **Wrap-up** | Quick check.  Time to live the class. Have them line up at the door and place yourself between the door and the students. For each student check a new word used in the lesson | 10 min |
| Assessment: Read the following sentences and write yes. No, sometimes  1 I asked and answered questions about free-time.\_\_\_\_\_\_\_\_\_\_\_\_\_  2 I reached the task outcome.\_\_\_\_\_\_\_\_\_\_\_\_\_  3 I understood all the information about the task.\_\_\_\_\_\_\_\_  4 I had problem with the vocabulary.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5 I used new vocabulary.\_\_\_\_\_\_\_\_\_\_\_\_  6 I learned new expressions.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7 I liked to working in groups.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8 I had difficulty talking about free time activities.\_\_\_\_\_  9 I understood what my classmates said when we were in groups.\_\_\_\_\_\_ |

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

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| **5Implementation alternatives** |
| I work at a rural zone, but I think this topic can be taught at any zone because all the students enjoy their free time without worrying about the zone. Each one of them enjoy their free- time activities with family, alone or with 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** |
| **Free time activities** | Reading,listening,speaking and writing | Simple present. | watching tv, dancing, horse reading, ride bike, chatting. | 7° |