INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Author** |
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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This lesson plan strengthens students’ communicative skills because the development of the activities makes students feel active and motivated. The topic encourages students to appreciate farmers´ labor and how fair trade may help them. |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **Tenth** | **110 minutes** | 38 | 15 |
| **Area** | **English level** |
| Rural  | Urban x | A1  | A2 x  | 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** | Learning about Fairtrade products. |
| **Module / Unit** | Module 2/ Unit 2 |
| **Language focus** | Language Function | Language skills | Vocabulary |
|  | ReadingListeningWritingSpeaking | Food  |
| **Principles / approach** | Integration of the four language skills |

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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to talk about farmers’ lives and fair trade developed in Colombia. |
| **Subsidiary aims** | By the end of this lesson, students will be able to * use language to interview a farmer regarding his daily life
* inform people about Fairtrade in Colombia.
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| **Materials needed** |
| **Textbook:** English, Please 10th grade. Fast track Series book**Copies:** Appendix 1**Classroom material:** Markers, cardboard, scissors, etc. |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Ice-breaker** | Teacher activates the context about the theme of the class, with questions like:T: Do you like potatoes? S: Yes, I do. / No, I don´t.Do you like corn?Do you like coffee? Do you like vegetables?Are these products grown in your region? Yes/ No  | T-Ss5 minutes Instructions |
| **Pre-reading** | T. organizes 4 groups according to Ss’ answers. E.g. One group made up by Ss that like potatoes, other group by Ss that like corn, etc. Then T asks groups draw a picture according to the food people in the group like. They also prepare a description of the food following these aspects:Name. \_\_\_\_\_\_\_\_\_ (potatoes)I eat \_\_\_\_\_\_\_\_ (potatoes\_\_\_\_\_\_\_\_\_\_ for my (lunch).There are different kinds of preparation: (salada, chorriada), and \_\_\_\_\_\_\_\_\_\_ (fry)\_\_\_\_\_\_\_\_Farmers plant it in (Sabana centro y occidente, Boyacá) \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_.Then, each group presents their food to the whole class. | GW10 minutesSs-Ss20 minutes |
| **While- reading** | After that, T. explains that they are going to work on a reading activity. Teacher gives a copy of the reading “Gerardo Arias Rodriguez is a coffee farmer in Costa Rica” from taken from EP! 2 page 61. Then, T asks students to highlight two ideas that they find interesting and tell the class using these expressions: *- I consider…, In my opinion…, I think… an interesting idea is… because…*T asks SS to answer these questions about the reading:1. Why is Fairtrade important for farmers?
2. What are farmers learning from Fairtrade?
3. What do Fairtrade technicians do to help people?

***Answer key***1. ‘Fairtrade helps us to have a better quality of life and to take care of the environment.

The farms become more productive, and we can sell our products atreasonable prices1. They are learning how to protect water resources and to make compost to fertilise plants.
2. The technicians from Fairtrade usually work with communities to train people to be more efficient and use their resources in a better way.
 | Individual workSs-Ss10 minutesInd.10 minutes |
| **Post-reading** | Teacher splits the class in pairs. T asks Ss to plan an interview for a radio show between a presenter and a farmer in their region. The interview can last between 5 and 7 minutes. Students can use the samples here but they also have to ask some questions about Fair Trade products.Examples:* Where do you live?
* What do you grow?
* How is a typical day in your life?
* Do you make compost to fertilize your plants?
* How does Fairtrade help you in your farm?

T. checks and guides the activity, giving students help to plan the conversations.Then, pairs present their role plays to the class. The other Ss are asked to listen carefully and make notes about interesting aspects in the interviews.Once presentations are done, T asks Ss to give comments about the interviews and things they like about them. | PW20 minutesSs-Ss20 minutes5 minutes |
| **Assessment** | T and Ss talk about strengths and aspects to improve in their role plays. T. asks Ss: - How did you feel? - Did you like your interview? -Why? - Would you like to suggest others topics for future interviews?T. gives Ss the assessment rubric chart (Appendix 1) and asks them to check the charts according their performance in the class. Then, T asks Ss to close their eyes and show **thumbs up –side- down** to express their performance along the lesson. (To illustrate you about this formative assessment technique see <https://www.plymouth.k12.in.us/formative/signals> | Individual work5 minutes |

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| **Implementation alternatives** |
| This plan can be adapted according to the students context: e.g. If the students live in a rural place, they can do a video about the agricultural activities that their parents or relatives do in the farm. Then, Ss can show them to the class and finally T. can organize a round table in which the students give opinions about the farmers´ labour. T. can do questions such as: Do you consider the farmers´ work important? Would you like to continue professional studies on the agriculture field?If this is a large class, T. could consider splitting the class into two or three groups when doing the oral presentations so everyone could have the chance to present their interviews and be heard by their partners.Something else that could be useful for this lesson would be to ask Ss to search information about fruits, vegetables or other food they like and how this is produced in our country. |

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| **Key words** |
| **topic** | **Skill** | **Linguistic** | **Vocabulary** | **grade** |
| **Fairtrade** | Reading, listening, writing and speaking | Present simple and present continuous | Food and Fairtrade items | Tenth |

**Appendix 1**

Rubric adapted from rubrics in English, Please! Fast track 10th.

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| **SKILL** | **STATEMENT** | **I can do this very well** | **I can do this with help** | **I need to****work on this** |
| **Reading** | I can read a text about Fairtrade and its advantages. |  |  |  |
| **Writing** | I can write questions and answers for an interview. |  |  |  |
| **Speaking** | I can take a role in an interview. |  |  |  |
| **Listening** | I can understand Teacher´s instructions and my classmates ‘conversations  |  |  |  |

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