INSPIRING TEACHERS

ELT PLAN TEMPLATE

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

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| **Author’s remarks** |
| This plan gives students the chance to approach to other cultures from an intercultural perspective while developing their ability to recognize, accept and respect others. In addition, students will have the opportunity to express their personal opinion by observing different examples of structures and by using uncommon adjectives in order to expand their vocabulary. In the same way, they will have the possibility of establishing relationships of difference and similarity taking into account their own context. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **TENTH** | **120 MINUTES** | 30 | | 14- 17 | |
| **Area** | | **English level** | | | |
| Rural X |  | A1 | A2 X | | B1 |

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

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| **Topic** | Different cultures, different traditions | | |
| **Module / Unit** | MODULE 3/ UNIT 1 | | |
| **Language focus** | Functional language | Language skills | Vocabulary |
| Describing national and foreign traditions.  Contrasting different international traditions. | Speaking | National and International traditions  Adjectives to compare  Expressions to give opinions |
| **Principles / approach** | COMMUNICATIVE AND NOTICING APPROACH | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to talk about different traditions around the world from an intercultural perspective. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Compare different international traditions and celebrations using comparative and superlative words. * Get vocabulary from an authentic material as a learning strategy. * Describe national and foreign traditions. |

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| **Materials needed** |
| * Videos: <https://www.youtube.com/watch?v=knBnQUsj2xo&t=153s>   <https://www.youtube.com/watch?v=8FHrhH9k-PY&t=4s>   * Adjectives word cards and picture flash cards * Copies of appendices * English, Please! Fast Track No. 2 tenth grade. * Computer, video projector, speakers. * Board, markers. |

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| **Stage** | **Procedure** | **Time and interaction** |
| **Warm up** | **Guessing Game**  Teacher (T) projects to students (Ss) some images related to celebrations and traditions. T asks Ss to observe the images and guess: **According to the images what is the theme of the day?**  **Random questions**  T tells Ss they have to work in pairs to answer some random questions, which are in a bag. Then Ss can share their ideas with the whole class to explore their previous knowledge. T or a S writes the answers on the board. (See Appendix 1) | 5 minutes  T-SS  8 minutes  SS-SS |
| **Introducing language** | T makes some cards with these words in advance: ***awful, creepy, cruel, unhealthy, curious, eccentric, freaky, funky, special, nice, wise, dangerous.*** T pastes the word cards and the flash cards on the board and asks Ss about them. If Ss do not know them, T gives a synonym for them.  T tells Ss they are going to watch two different videos related to the same topic; the two videos have subtitles in English. T gives Ss a worksheet with questions to get specific information about the videos (See appendix 2).  *Videos:*  ***The day of dead in Mexico*** (2 minutes)<https://www.youtube.com/watch?v=8FHrhH9k-PY&t=4s>  ***Living with dead in Indonesia.*** *(*from minute 1:13 to minute 3:19) <https://www.youtube.com/watch?v=knBnQUsj2xo&t=153s>  After watching the videos, T asks Ss review some expressions to give their opinions (EP.2. Focus on language, ex.9 Page 93)   * *In my opinion, … is more interesting because… - I think … is similar … because*   Then T presents other expressions to give opinion that can help to express their point of view.  *I believe… I consider… In my eyes…*  *I guess… It seems to me that… According to me… From my point of view…*  *Personally, I think… My impression is that… What I mean is… Generally, it is thought that…*  T shows Ss some real-life opinions, found on the YouTube channel, as modeling for students. With that information T asks Ss to work in pairs and create a sentence about one of the videos. Ss express their opinion using adjectives flash cards from the board. To do that Ss make a phrase that begins with one of the expressions to give the opinion and followed by one of the adjectives from the board.  Example: ***I think it is a strange tradition.*** | 5 minutes  T-SS  9 minutes  SS individually  5 minutes  T-SS  5 minutes  T-Ss  8 minutes  SS-SS  10 Minutes  SS- SS |
| **Controlled practice** | T writes on the board several sentences comparing different traditions around the world. For example:  *The celebration of the Day of the Dead in Mexico is more interesting than celebrations in other countries.*  *The people of Mexico look happier celebrating death than in countries like Colombia.*  *The carnival of Rio de Janeiro is the most famous in the world.*  *The happiest celebration in Colombia is Christmas*  *The celebration in Indonesia is the rarest in the world*  T asks Ss some questions to identify the grammatical characteristics of each sentence and to understand the grammar rules of comparatives and superlatives.   * What kind of sentences are they? * In what situations do we use the descriptions? * What elements do we use to make descriptions? * What are the characteristics of adjectives in sentences? * What differences do we find in the sentences? * How many syllables does each adjective have? * Are we following rules?   Ss are given instructions to practice using comparative and superlative form of adjectives individually (Appendix 3).  Then, T asks Ss to make two big groups. For this, T asks Ss to take a paper from a bag. In the bag there are 15 blue papers and 15 red papers. Those who take red color papers work in group #1 and those who take blue color papers work in group #2. To check the previous activity, T writes the previous sentences on posters and distributes them randomly. Group # 1 has the sentences and group # 2 has the adjectives to complete them. T supervises the activity and solves doubts | 5 Minutes  T-SS  7 Minutes  SS-T  SS-SS  5 Minutes  SS individually  5 Minutes  SS-SS |
| **Production** | T projects on the board the celebrations on page **91 EP! 2** exercise 3 and with a marker asks Ss to highlight important facts about the two celebrations.  Then T divides the class in 8 small groups. Every group chooses a traditional foreign celebration from a bag. (See appendix 4). In the groups, Ss get specific information from the text using this chart on their notebooks and compare the tradition with one from their own country.   |  |  |  | | --- | --- | --- | |  | **Celebration in the text:** | **Celebration in my country:** | | What do people celebrate? |  |  | | When is it? |  |  | | Where does it take place? |  |  |   After that Ss present the traditions in front of the class. While Ss present, their partners complete a worksheet about their presentations (See appendix 5) | 5 Minutes  T-SS  20 Minutes  SS-SS  10 minutes  SS-SS  SS-T |
| **Assessment** | Ss share their impressions about the activity.   * *The best of the activity in this lesson was…* * *I learned …* * *I did not like…* * *Next class, I would like…* | 8 minutes  SS-T  T-SS |

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| **Inspiring tips for other teachers who want to implement this plan** |
| I work in a rural institution, located just 10 minutes from the urban perimeter. This means that we have students from both the rural and urban areas. Given this, we must adapt the activities to both contexts. For us, it is important to focus the learning of foreign languages on the development of attitudinal competencies that highlight values such as identity and respect for diversity. In this way, our students will learn something that goes beyond the classroom.  In our school, English teaching was limited to the grammatical aspect. Consequently, in a struggle to recover the interest of our students we have tried to address topics that attract their attention and give them the chance to communicate in a simple and natural way.  These are some of the suggestions to adapt or improve the material you have read:   * If you do not have enough material (books, photocopies) for each student, use a video projector and share the information with everyone. * Grammar and vocabulary can be presented from the example sentences created to talk about the videos. * Choose rare traditions to arouse student restlessness. * It is important to investigate about the traditions close to the context of the students. * The use of subtitles will help students in different levels to understand and get new vocabulary. * You can use the comments on pages like Facebook, Instagram or YouTube as examples, you just have to be careful and choose the ones will work in your lesson plan. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **Grade** |
| cultures, traditions | Speaking  Listening  Reading  writing | Comparatives and superlatives | Adjectives  Expressions to give opinion | 10th |

**Appendix 1 - Cut-outs questions**

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| Does your family have traditions? |
| What is the tradition that you most like to preserve in your home? |
| What Colombian traditions do you like the most? |
| Are there any traditions in your city? Talk about them. |
| What Colombian traditions do you consider are unpleasant or rare? |
| What is the strangest tradition you know? |
| What do you think about the celebrations related to the death? |

**Appendix 2- Videos worksheet**

**According to the videos…**

***1. Which places are mentioned in the videos?***

Video # 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Video # 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***2. Answer the questions:***

Video # 1. When is the day of the dead celebrated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Video # 2. How old was Dandooro? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What religions are mentioned in this video? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***3. Write your own ideas:***

* How did you feel watching the videos?
* Which video hit you the most and why?

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Video # 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* How did you feel watching the videos?
* Which video hit you the most and why?

**Appendix 3- Comparatives and superlatives practice**

***Fill in the gaps with the correct form of the word in brackets.***

1. The Mexican tradition is (easy) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to understand than the tradition in Indonesia.
2. Colombian laws are (strict) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_laws in Indonesia.
3. The tradition of the day of the dead in Mexico is (close) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to the Colombian tradition celebrated on November 1st.
4. The relationship of family members with corpses in Indonesia is (natural) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_than the relationship we have in Colombia.

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**Appendix 4- Top 10 Celebrations Around the World**

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| **Group 1: Mardi Gras, New Orleans, USA**  Mardi Gras is a great carnival from New Orleans. If you go there, make sure you are wearing your best clothes and then go join in the fun. Circulate among the people on the streets, follow the parades, dance as much as possible listening to live music and the bands. Don’t forget, there’s only one rule for Mardi Gras and that’s party until you get tired. The Mardi Gras dates change every year depending on when the official dates for Easter fall. | **Group 4: Oktoberfest, Munich,** **Germany**  Do you know when is the Oktoberfest? If you guessed the Oktoberfest takes place in October, well, you guessed wrong. It actually starts in September and it is celebrated for eighteen consecutive days. Two and a half weeks of beer tents and fairground amusement attended by over six million people. Now that’s a party! So be prepared to drink the best beers from Europe. |
| **Group 2: Running of the Bulls, Pamplona, Spain**  If you’re an adrenaline fan, you must go to the fiesta of San Fermin in Pamplona, Spain. The Running of the Bulls will really accelerate your heart. The bull run isn’t something to take lightly and if you’re planning on participating, make sure you take a good pair of running shoes with you. The Running of the Bulls is held every year from midday on the 6th of July to midnight on the 14th of July. | **Group 5: Loy Krathong & Yee Peng Lantern Festivals, Chiang Mai, Thailand**  *Loy Krathong* and the *Yee Peng* Lantern Festivals in Chiang Mai in Thailand are two similar festivals. During *Loy Krathong*, which is celebrated all over Thailand in November, the rivers and lakes shine when innumerable candles are put to float on the waters. Similarly, in *Yee Peng* Lantern Festival hundreds of thousands of illuminated lanterns are liberated into the night sky. It is an impressive event you should see at least once in your life. |
| **Group 3: St Patrick’s Day, Dublin, Ireland & New York, USA**  Your friends will turn green with envy when you tell them you’re going to a St Patrick’s Day celebration. If you’re in Dublin or New York on the 17th of March, you’ll be guaranteed an amazing time. You’ll need to be dressed from head to toe in the color and have your face painted too. Don’t forget to learn the Irish word for cheers, sláinte. Please be careful, because this party is all about the beer. | **Group 6: The Carnival of Venice, Venice, Italy**  The Carnival of Venice is one of the most elegant and the most sophisticated carnivals in the world. When the parades take to the streets of Venice, they do it by gondola. It’s a fabulous spectacle that defies description and one you just can’t afford to miss.  Traditionally, the masks are made and decorated by hand, with gold, jewels and feathers. There is a competition for the most beautiful mask, and there are many masked balls and other celebrations. |
| **Group 7: La Tomatina, Buñol, Valencia, Spain**  There’s only one fiesta you can go to if you want to participate in the biggest ketchup making session that happens anywhere in the world and that’s to *La Tomatina* in the town of Buñol.  Even though La Tomatina is only one hour long it’s very intense. First, you’ll get wet with water, then, take as many tomatoes as you can and launch them at the enemy. At the end, the streets will look like tomato soup and you too, but that’s what it’s all about. Dates vary from year to year so check out the official website. | Group 8: The Carnival in Rio de Janeiro, Brasil. The carnival in Rio de Janeiro, Brazil, is considered the biggest in the world, with around two million people celebrating on the streets each day. Rio Carnival is famous for its samba music and for the amazing costumes and floats. The parades are a kind of competition and the samba 'schools', or groups, are judged on their costumes, dancing, floats and music. Some samba schools spend millions of dollars on their preparations, but it is estimated that carnival makes over $40 million from ticket sales and advertising. The dates vary every year depending when the Easter celebration falls. |

Adapted from: <https://www.pandotrip.com/top-10-celebrations-around-the-world-1937/>

<https://learnenglish.britishcouncil.org/magazine/carnival>

**Appendix 5- traditions around the world**

***Listen to your partners’ presentations about traditions and festivals around the world. Mark with an X the characteristics that identify each festival***

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|  | **St Patrick’s Day** | **Mardi Gras** | **Running of the Bulls** | **Oktoberfest** | **The carnival of Venice** | **Loy Krathong & Yee Peng Lantern Festivals** | **Tomatina** | **Carnival Rio de Janeiro** |
| People use to drink a lot of beer and it is celebrated in Easter. Color green is the base of this celebration | **x** |  |  |  |  |  |  |  |
| It is the biggest carnival in the world. |  |  |  |  |  |  |  |  |
| This festival takes place in September but people believe that it starts in October |  |  |  |  |  |  |  |  |
| Bulls run on the streets and people try to avoid them. |  |  |  |  |  |  |  |  |
| It is like a food fight. Tomatoes are very common. |  |  |  |  |  |  |  |  |
| The most important thing in this festivity is the clothing |  |  |  |  |  |  |  |  |
| This carnival is from Europe and it is one of the most elegant in the world. |  |  |  |  |  |  |  |  |
| It is a spectacular. There the lights and lanterns are the protagonists of this event. |  |  |  |  |  |  |  |  |