**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 will enable students to reflect on the characteristics they consider important in a role model giving them the opportunity to express their point of view and to talk about important roles for them. The lesson presents useful vocabulary in a context that creates a good speaking framework then, students will be able to enhance their communicative skills.  |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
|  **10th** |  **110 minutes** | 32 | 14-17 |
| **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** | **X** |
| **Globalization** |  |

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| **Topic** | Teen Culture |
| **Module / Unit** | EP! 2- Unit 2- Lesson 5 – pages 26-28 |
| **Language focus** | Language Function | Language skills | Vocabulary |
|  | Speaking |  |
| **Principles / approach** | Integration of the four language skills |

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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will talk about everyday role models and their achievements. |
| **Subsidiary aims** | By the end of this lesson, students will learn how to use appropriate expressions and tenses to talk about past events and situations. |
| **Materials needed** |
| **Equipment:** computer, TV set, speakers.**Copies:** Appendices**Materials:** Colours, markers, papers, magazines, a frame  |

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| **Stage** | **Procedure** | **Time and interaction** |
| **Warm up** | T explain SS that they are going to watch the video “ordinary people change the World”. Taken from: <https://www.youtube.com/watch?v=KFeyPtBA1Vg&feature=youtu.be> and asks SS to complete the sentences in exercise 1. (Appendix 1)***Answer key:***1. Ordinary people can change the world.
2. Being famous is very different than being a hero.
3. Their lives shaped our world.
4. I believe in regular people and their ability to change in this world.
5. Their values taught us how to live.
6. Goodness lives within each of us.

Then, T checks answers with the whole group.  | 5 minutesIndividual work5 minutesWhole group |
| **Introducing language** | Ss work in the vocabulary task in appendix 1 where they find some useful vocabulary and expressions about the topic. SS to work in pairs in order to match each word or expression with its definition in the right. **Answer Key** 1 E 2 G 3 H 4 A 5 I 6 C 7 M 8 D 9 L 10 O 11 N 12 F 13 K 14 R 15 J 16 B 17 P 18 QT checks the words and expressions with their corresponding meaning to confirm SS understand. Drilling is also done to practice pronunciation of all words and expressions. Once SS have read all word cloud at least twice, T corrects any pronunciation mistakes.T writes on the board the sentence: ***“Heroes are ordinary people who make a difference”*** and pastes a word cloud with the vocabulary and expressions taken from the video. The word cloud can be created at <https://wordart.com/> (See appendix 2)***Vocabulary:****Brave determination Noble Authenticity* *self-sacrificing positive influence Walk your talk living examples right answers live up your own values make a mistake take risks**Influence others helping others Listen deeply be present* *take time be patient Rewarding role strong*  T. asks Ss why these characteristics are necessary to make the difference. Ss work in pairs and say what they think about these words.T asks these three questions about the three beloved American heroes shown in the video “ordinary people change the World” at the beginning of the session: Albert Einstein, Martin Luther King and Neil Armstrong.1. ***Who was Albert Einstein?***
2. ***What good qualities did he possess?***
3. ***How did these qualities help him to achieve his dreams?***

T allows SS to share their ideas and SS take turns to write on the board their answers using the words in the cloud about the three heroes seen on the video. Then, T checks answers with the whole group. | 10 minutesPair work5 minutesPair workWhole class10 minutesT- Ss |
| **Practice** | T. tells the class that the people in the video are role models for us. Now. He/she asks SS to think about who their *role model* in life is. T tells SS that the role model can be a famous person, a family member, familiar people, neighbors or friends they admire in their own lives similar to the famous people in the video.Now, that they have identified who their roles models in life are, they write down some things about that person. They can use these questions to guide them:* Who plays an important role in your life?
* How does he /she influence your life?
* What qualities do you think your model can influence others?
* Does he/ she live up his/her own values? Why?

T writes these sentences on the board as examples:* ***I am inspired by my aunt because she takes risks and is patient.***
* ***I think she influences my life very positively because she is everything I want to be***.
* ***I admire her because she is respected and demonstrates confidence and leadership.***

T goes around to assess students or clarify any doubts or encourage them to use vocabulary, expressions, and examples written on the board)Then, T tells SS they have to create a portrait or poster to honor their favorite role model using markers, color pencils, newspapers, etc. including the details in the checklist given. (Appendix 3). They are given 30 minutes to do it. SS use the vocabulary cloud and useful language as guidance, and while SS write and draw T goes around if they need any help to see whether they are using the right expressions and vocabulary.When time is up T asks SS to show and present their poster to the class. T. writes the useful language box on the board and encourages SS to use them for their narrations:**USEFUL LANGUAGE:**My role model is… I am inspired by\_\_\_\_\_ because…I think he/she is great because he/she…. I like him/her because….I admire \_\_\_\_\_ because…When the task is finished SS hang their posters on the wall prepared in advance to exhibit their works and labeled with the banner ***ROLE MODEL HALLWAY OF FAME.***After SS display their posters the whole class checks and selects the best according to the checklist. | 15 minutesT- SS 25 minutesIndividual work20 minutesSs-SS5 minutesSs-Ss |
| **Assessment** | T. gives Ss appendix 4 and asks them to tick the column that best describes the progress along the lesson.T gives rewards to students to motivate and incentive their participation and attitude in classes. They are given some pass according to their performance in the lesson. You can get, print and cut them for your SS from <https://worldlanguagecafe.com/reward-ideas-high-school-students/> | 10 minutes |

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| **Implementation alternatives** |
| This plan was made for a multilevel English level group, the school has Jornada Unica and moreover it has an inclusion programme. Depending on students’ characteristics and pedagogical model it is possible to adapt other strategies including speaking and take the advantage of choice boards to take into account different learning strategies.  |

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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Teen culture | Listening, reading and writing | Live up, take risks, be patient, take time, listen deeply  | Adjectives and expressions to talk about role models and past events | 10th and 11th |

**Appendix 1- Role models**

**Exercise 1. Complete the following sentences from the video using the words in the box.**

1. Ordinary people can \_\_\_\_\_\_\_\_\_\_\_\_the world.

hero values

change world ability

lives goodness

 regular different live

1. Being famous is very\_\_\_\_\_\_\_\_ than being a \_\_\_\_\_.
2. Their \_\_\_\_\_\_ shaped our \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. I believe in\_\_\_\_\_\_\_\_ people and their \_\_\_\_\_\_\_\_\_\_ to change in this world
4. Their \_\_\_\_\_\_\_\_\_\_\_ taught us how to \_\_\_\_\_\_\_\_.
5. \_\_\_\_­­­­­­­\_\_\_­­­\_ lives within each of us.

**Exercise 2. Useful vocabulary. Match each word or expression with its definition in the right.**

1. Brave (\_\_\_\_) a. Of an exalted moral
2. Determination (\_\_\_\_) b. Make the commitment or effort
3. Strong (\_\_\_\_) c. Unselfish
4. Noble (\_\_\_\_) d. Suit one's actions to one's words
5. Authenticity (\_\_\_\_) e. Having or showing courage
6. Self-sacrificing (\_\_\_\_) f. Do something that may result in loss, failure
7. positive influence (\_\_\_\_) g. The quality of being firm
8. Walk your talk (\_\_\_\_) h. Mentally powerful
9. living examples (\_\_\_\_) i. The condition of being genuine
10. live up your own values (\_\_\_\_) j. Actively hear
11. make a mistake (\_\_\_\_) k. Have an important effect on someone
12. take risks (\_\_\_\_) l. A person or thing similar to another
13. Influence others (\_\_\_\_) m. Ability to affect with certainty
14. helping others (\_\_\_\_) n. Do something incorrectly
15. Listen deeply (\_\_\_\_) o. Identify your own values
16. take time (\_\_\_\_) p. the quality of having patience
17. be patient (\_\_\_\_) q. good feeling for doing something valuable
18. Rewardingrole(\_\_\_\_)r. someone who do care for other people

**Appendix 2 –Word cloud**

Created at <https://wordart.com/>

**Appendix 3**

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| **Poster checklist**Tick Yes /No to verify your poster is well designed.

|  |  |  |
| --- | --- | --- |
| **CONTENT** |  **YES** | **NO** |
| Clear purpose |  |  |
| Organised |  |  |
| Relevant Information |  |  |
| Essential vocabulary (spelling and grammar) |  |  |
| **DESIGN** |  **YES** | **NO** |
| Balanced |  |  |
| Coloured |  |  |
| Headings |  |  |
| **GRAPHICS** |  **YES** | **NO** |
| Title and sections |  |  |
| Relevant images |  |  |

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| Relevant images |  |  |

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**Appendix 4- Self assessment of language skills**

**Tick the column that corresponds to describe your progress in class.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **statement** | **Very well** | **Quite****well** | **With difficulty** |
| **Listening** | I can understand audio material related to role models. |  |  |  |
| **Writing** | I can write sentences or short paragraphs about a role model  |  |  |  |
| **Speaking** | I can do an oral presentation about important people to me. |  |  |  |

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