INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This plan will be useful for students to get to know more about their classmates and identify those characteristics that make them unique.  |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| 11th  | 70 minutes | 39  | 16  |
| **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** |  |

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

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| **Topic** | DESCRIBING PEOPLE: PERSONALITIES  |
| **Module / Unit** | English Please! 3 Module 3 – Unit 1 - Lesson 1- Pages 86, 87 and 88 |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing someone´s personality | Reading, Speaking | Nice,punctual,honest,talkative,nice,friendly,lovely, helpful,  |
| **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 describe their personalities and those of people they know.  |
| **Subsidiary aims** | By the end of this lesson, students will be able * to identify characteristics that are part of their personalities.
* to identify words in a text with similar meaning
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| **Materials needed** |
| English, please 3 – Markers –board –Pieces of paper/cards with sentences stuck on the walls (controlled practice) |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:** | **Board Race**The class is split into group and each group receives a marker. The teacher draws lines down on the board to divide it by groups. A representative of each group goes up to the board during 30 seconds and writes as many adjectives as possible related to personality characteristics. The winner is the group with most correct answers. | 10 minutesT-SSGroup Work |
| **Pre-reading** | T tells the students to work in pairs and look at the picture on page 86 to describe what they see in the pictures taking into account the physical characteristics and the possible situations where the photos were taken. Later, the students debate the answer with their classmates. Note: To do this part of the class T needs to prepare sentences in cards/small pieces of paper and stick them on the walls.The Ss continue working in pairs. The teacher gives each couple one sentence from exercise 6 on page 87. The students have to go around the classroom to find a sentence similar to the ones in his exercise. Then, the T asks the groups if they notice the difference between the two and the meaning of both sentences. Later, in the groups formed by the two couples the Ss answer on their notebooks the questions on exercise 6. Next, the answers are checked as a whole class. | 15 minutes T-SSPair Work |
| **While - reading** | The T asks some Ss to read out loud “12 facts about me” home page on page 88 and checks vocabulary comprehension with the students. The teacher asks the Ss to identify similarities and differences between the main character Hannah and their personalities.Then, T asks students to keep working in their groups and decide if the following statements about Anna are true or false.1. Ana never gets late
2. She is very friendly
3. Ana is talkative to adults
4. She is distracted
5. Ana´s parents think she is not good at maths
6. Ana gets sad when she meets with her friend
7. She is honest
8. Ana´s grandmother is really nice
9. Ana is a helpful person
10. She thinks her cat is lovely

Students check together in their groups and then T asks for volunteers to check answers as a class. | 20 minutesT-SSPair WorkGroup Work |
| **Post- reading** | The T asks the Ss to create a chart on their notebooks with two columns and 8 lines. In the column of the right they write the name of a classmate and on the left a characteristic or fact about their lives

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| **FIND SOMEONE WHO….** | **NAME** |
| has a baby brother or sister. |  |
| knows someone with the same birthday. |  |
| knows what job they want to do in the future. |  |
| has been to a wedding recently.  |  |
| is the youngest in their family.  |  |
| helps to do the house chores on the weekend.  |  |
| has a relative from another country |  |
| has the same name as one of their parents.  |  |

T says SS have to walk around the classroom and ask questions to each other to find out this information.Then T asks the class about names of classmates they have found with theses caharacteristics. | 15 minutesSS-SS |
| **Wrap-up** | The teacher writes a sentence on the board as an example in which the personality of one of the students is described. *e.g. Luisa is responsible and talkative,* and asks the students to choose three of their classmates and think about giving two or three characteristics about them and one for themselves. The students write on their notebooks their sentences. | 10 minutesIndividual Work |

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| **Implementation alternatives** |
| This lesson can be easily adapted to each one of our contexts. Some suggestions to adapt activities area.1. warm up: instead of dividing the class into groups, you can brainstorm adjectives to describe famous people
2. reading: the students can do a silent reading or skim the text to find quickly the adjectives that describe the Anna
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*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** |
| Describing people: personalities | Reading Writing | Adjectives | Personalities | 11th  |