INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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*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** |
| This plan gives to teachers the opportunity to follow in an easy and structured way the step by step in each activity. Students can speak freely about people appearance and traits since it is a familiar topic for them. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6th** | **2 hour** | 38 | | 12 | |
| **Area** | | **English level** | | | |
| Rural | Urban x | A1 x | A2 | | B1 |

*Select the curricular axe or focus*

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

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

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| **Topic** | Describe people and traits | | |
| **Module / Unit** | Module 1 Democracy | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Identifying different personality traits. | Speaking, writing and listening. | Adjectives, big, tall, sad, happy, beautiful |
| **Principles / approach** | Task Based Learning | | |

*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   * By the end of the lesson ss will be able to describe some personality traits of people they know |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Describe personality traits using minimum 5 qualities. * Identify vocabulary related to qualities and person. * Ask short questions and answers about how people are. |

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

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| **Materials needed** |
| **TV, lab top and its HDMI connector, block paper without line, eraser, pencil, google images, a short video click, if there is a video beam you can use, it is not needed a tv. I list it here because we have one for each room and I have my own lab top to work.** |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:** | T will start the class by showing students an image of an angry person, a sad person and a happy girl, and then will ask students how are they feeling?  T shows students a presentation using words related to a woman qualities and then asks students who is being described, a girl or a boy. then, T shows the image. The same exercise is done with a boy. Finally, t presents this short clip about people’s emotions:  <https://agendaweb.org/vocabulary/feelings-emotions-intermediate-exercises.html> | 10 minutes  T – Ss |
| *Self-Assessment:*  *-T asks Ss to draw a happy face in green and a sad face in red.*  *-If they don’t understand what to do, they rise up the sad face.*  *To provide feed-back about the words they voice. T uses these expressions:*  *-Can you say that again?*  *-Can you help . . . , please?*  *-Or asks all the class: who can help . . ., please?*  *-Can you repeat what . . . said?*  *- To propel Ss forward, T uses expressions like these: excellent, that’s right, correct. Keep working this way.* |
| **Pre Activity** | T introduces the topic “Personality traits description” by giving ss  the class objectives:   * To describe some personality traits of people they know * Identify vocabulary related to qualities and person * To present face the class the description they do   -I explain to them it is necessary to keep silence, and pay attention  SS take out their notebooks and pen and write down the key words I’m going to write on the board.  Then, I write the following key words:   |  |  | | --- | --- | | Baby  Boy  Girl  Man  Woman | Gentleman  Lady  Teenager  Adult  Old man/old woman |   -T hands them a short list of personal trait words and ask them to paste it on the note book.  -T shows student a video click about personality traits description :<https://www.youtube.com/watch?v=5n2ma_4sy_8>  -Then ss work in couples and describe the person they like using the questions:  How do you describe . . . ?  Can you describe . . . ?  -To answer, to say them to use the phrases: He is/she is |  |
| *Assessment: reflexion tree*  In this stage, T uses a reflection tree to check how they are going in the class.  -T asks Ss Which man are you on the tree? And why?  -T provides feedback for Ss according to his/her answer, for this T uses expressions like this:  - Is that the correct order?  - Which sentence goes first?  - Will you try again?  - Please . . . can you help . . . ?  -Correct.  -Excellent.  -Good work.  - Sorry there is a mistake. |
| **Activity 1** | -While students work together the teacher goes around the class watching what they are doing, making correction and helping them and clarifying their doubts  -Teacher can also permit students to collaborate with others while working. A simple chart is designed so ss can follow the conversation better:   |  |  | | --- | --- | | Your favourite person is… | | |  |  | |  |  |   -Students are said to practise the description they wrote  -Two groups of students are asked to stand and read their description aloud |  |
| *Assessment: learning log*  -To say the students at the end of the class to Log their Learnings by using theses reflections sentences:   * Today I learned . . . (Here they log what they learned).   It was not so clear to me about. . . (Here they log things they did not understand). |
| **Activity 2** | -T asks Ss to describe a personal profile and another of a partner.  -T says to Ss they have to describe just their mood and the way they behave.  -T says Ss get in pair so that they can describe each other.  -Ss get in pair and work actively describing their personality traits each other. |  |
| *Assessment: a rubric*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | WRITTEN ACTIVITY RUBRIC  TOPIC: PERSONALITY TRAITS | | | | | | | **Criteria** | Didn’t do it  (0,0) | Poor performance  (1,0 to 2,9) | Basic performance (3,0 to 3,9) | High performance  (4,0 to 4,5) | Excellent performance  (4,6 to 5,0) | | **Syntax** | There was no performance | Poor syntax | Make mistakes but gets to be understood. | Very good syntax | Excellent syntax | | **Spelling** | There was no performance | Spelling words are poor | Make some many mistake but the idea is understandable | There are some wrongs on spelling | There are just two or three wrong on spelling. | |
| **Post activity** | -T asks to Ss to get in pair and ask each other to describe some personality trait of a member of the class.  -T asks Ss to use these questions:  - Can you describe . . . ?  -Could you describe . . .?  -T ask Ss to use these expressions to respond.  -She is . .  -He is  -She has . .  -He has . . . |  |
| *Assessment: a rubric*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | ORAL ACTIVITY RUBRIC  TOPIC: PERSONALITY TRAITS | | | | | | | **Criteria** | Didn’t do it  (0,0) | Poor performance  (1,0 to 2,9) | Basic performance (3,0 to 3,9) | High performance  (4,0 to 4,5) | Excellent performance  (4,6 to 5,0) | | **Asking questions**:  Can you describe …  How do you describe… | Any question was asked. | Question was wrong. | Make mistakes but gets to be understood. | Very good question. | Excellent question. | | **Answering**:  He is … (Joe is…)  She is… (Ana is…) | Any answer was provided. | Subject were miss used. | Answer isn’t so good but is understandable. | Answers are very good. | Answer is excellent. | | **Use of personality traits** | Qualities were not noticed. | Unless two qualities were pronounced. | Just uses three qualities. | Four qualities are used and good pronounced. | Five qualities are used, and  Excellent pronounced. | | **Listening/ speaking** | There wasn’t speech. | Listening and speaking badly. | Struggle but gets understand and answer. | Very good listening and speaking. | Communicates easily shows great advances. | |

*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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| **Implementation alternatives** |
| This activity can be implemented in a rural area by asking students to describe farmers and people from the country side from personal traits or physical. |

*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** |
| **Personality traits** | Speaking  Writing, listening | Simple present | Adjectives, big, tall, sad, happy, beautiful | 6° |