INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This plan is easy and ready to use. It is useful to help students build vocabulary and start practicing speaking and communicative skills.  |

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| **Grade** | **Length of activity** | **Number of students** | **Average age** |
| **sixth** | **30 minutes** | 25 | 11 |
| **Area** | **English level** |
| Rural x | Urban  | A1 x | A2  | B1  |

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

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| **Topic** | Parts of the body |
| **Module / Unit** | Module 2 |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing your body and what you can do with it | Listening, writing and speaking | Head, neck, arms, legs, feet, hands, knees, chest, face. |
| **Principles / approach** | Task based learning |

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| **Learning objectives** |
| **Aim** | By the end of this activity, students will be able to use vocabulary related to human body to describe what they can do. |

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| **Materials needed** |
| **Internet, computer, video beam, small pieces of paper, annex 1** |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Pre task** | Ss watch the following video and repeat the body parts mentioned<https://www.youtube.com/watch?v=SUt8q0EKbms> | 5 minutesWhole group |
| *Assessment: T monitors and provides feedback on language and answers to the worksheet.*  |
| **While task** | In pairs, SS complete the crossword puzzle based on the description given for each body part. (Annex 1) | 10 minutesPairs |
| **Post task** | T gives each student a body part written on a small piece of paper and they must write a sentence describing what they can do with it. Then T gives students a sheet with a blank body. (<https://busyteacher.org/18147-body-parts.html>). SS must walk around the room asking others what they can do with their assigned body part. * What can you do with it?
* I can listen to music.
* Ears!

Ss share the description and the listener has to guess the body part and add it to the image. Once they have completed them all, they are done! | 10 minutesMingleWhole group |

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| **Implementation alternatives** |
| If the T has more than 25 students in their lesson, they can divide the group into two smaller groups for the mingle activity, so they can work in two different parts of the room and mingle with more people and participate more. If you do not have an internet connection at school, you can download the video at home and bring it to the classroom in a memory stick. |

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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Parts of the body** | Vocabulary building | NA | Parts of the body | 6th |



Complete the following puzzle with parts of the body. Use the clues to help you