INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Activity plan** |
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| **Author’s remarks** |
| This plan is intended to be used as a vocabulary building activity through a task. For students to be able to perform well in this task, they should have already practiced using comparatives.  |

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| **Grade** | **Length of activity** | **Number of students** | **Average age** |
| **6** | **50 minutes** | 26 | 10-11 |
| **Area** | **English level** |
| Rural X | Urban  | A1 X | A2 | B1 |

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

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| **Topic** | Beautiful landscapes |
| **Module / Unit** | Module 4 |
| **Language focus** | Functional language | Language skills | Vocabulary |
| Describing places  | Vocabulary building | canyonrivermountainbridgeoceanlakefieldcitybeachroadseaplainswoodstownvillagevolcanobayicebergcoastforest |
| **Principles / approach** | Task based learning |

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| **Learning objectives** |
| **Aim** | By the end of this activity, learners will be able to describe and compare landscapes around them. |

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| **Materials needed** |
| Poster paper, markers, coloured pencils, prepare word lists.  |

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| **Stage** | **Procedure** | **Time and interaction** |
| **Pre task** | Students will do a vocabulary building activity. T prepares a worksheet with pictures of landscapes and and the words for students to match. T can take words from the following list, according to their student’s level: Landscapes <https://www.english-learn-online.com/vocabulary/landscape/learn-landscape-vocabulary-in-english/>Individually, Ss will match the vocabulary (landscape features with the pictures) Mountain, river, etc. and then they compare with a partner.T provides feedback and helps with pronunciation | 10 minutesIndividual2 minutes pairs3 minutes whole group |
| **Task** | The second part of the worksheet should have a list of adjectives to describe landscapes like: long, tall, wide, wild, etc. T selects these words according to their students level from here: <https://describingwords.io/for/landscapes>Ss write each landscape with all the adjectives that could describe it. Ss work in pairs and then compare their answers with another pair.Now T writes on the board names of famous geographical features from their surroundings and asks SS to compare them using the adjectives above. Example: Ipiales is colder than Pasto | 15 minutesPairs10 minutesPairs |
| **Post task** | Finally, Ss choose a natural place from their surroundings and make a flyer to describe it and invite people to visit it. T monitors and helps with language | 10 minutespairs |

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| **Inspiring tips for other teachers who want to implement this plan** |
| This lesson plan is to be adapted to your students’ level. The idea is for the teacher to select the amount of vocabulary your students can work with. However, no more than 15 new words should be covered in one lesson.  |

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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Beautiful landscapes | Speaking and writing | Vocabulary building | Adjectives and landscapes | 6 |