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 lesson plan permits that students imagine their dream house, create a model of it and present it to the class. Students can develop their creativity and use language to express things that are relevant to them. It is a good opportunity to learn language in a context that is connected to students’ lives, and thus this opportunity results in memorable and significant learning. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6th** | 110 min | 38 | | 13 - 16 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | 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** | What I do in my home | | |
| **Module / Unit** | Module 2: Health | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing the house and its parts. | Listening- speaking- reading and writing | Parts of the house |
| **Principles / approach** | Task based learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to talk about parts of the house and activities they do there. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * use vocabulary related to parts of the house. * use verbs to express common daily routines. |
| **Materials needed** | |
| **Equipment:** Speakers, computer, smart TV.  **Copies:** Appendix 1  **Classroom objects:** Scissors, glue, magazines, cardboard, colours, markers  **Flash cards:** Parts of the house and verbs  ***Note: T. has to ask Ss to bring 3 colour disks for this lesson in advance. (Red, green, yellow)*** | |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up** | *Note: For this lesson T asks SS to bring materials they can recycle, scissors, glue, magazines, cardboard, colours, markers, etc.*  T gives Ss copies of appendix 1 and asks them to fill in the blanks using the new vocabulary from the video *In my home*. T should only play from minute 12.15 to 14:04 in the video: <https://www.youtube.com/watch?v=FTsoBfK2iQQ>  T explains Ss how to do the activity and then, Ss work individually and check answers in pairs.  *Answer key:*  1. bathroom 2. Take a bath 3. bedroom 4. go to sleep  5. watch TV 6. living room 7. cook 8. Kitchen  9.eat 10.dining room 11. park 12. garage  T. shows SS some flashcards of parts of the house and verbs asks SS to say the corresponding words. T and SS drill vocabulary.  ***Parts of the house****:* bathroom, bedroom, living room, laundry room, garage, attic, basement, dining room, kitchen, garden, yard.  ***Verbs:*** Take a bath, cook, wash the clothes, go to sleep, watch TV, eat, park. | 10 minutes  Individual  5 minutes  individual |
| **Pre-task** | ***Note: T. uses this stage to build progressively a description of his/her house that is going to be the model for the task SS have to do.***  T shows SS a picture or a common house and tells the class this is his/her house. Then, he/she asks the questions and gives SS prompts to answer:   * Is it big or small? It’s… - It is new or old? It’s… * What’s my house like? It’s….. It has…..   T. continues showing SS his/her house and now, he/she asks SS about the objects in the house:  What’s this? It’s a… – I have a ……in my…  What are these? They are …. – I have … in my…  T. asks now SS about the activities they do in the house. T shows a part of the house and asks the question here. SS are encouraged to use the verbs for daily routines they already know.  What do you do in….? I… in the … | 10 minutes  T- Ss  10 minutes  T- Ss  10 minutes  T-Ss |
| **While-task** | SS are asked to think about their houses using these questions that they have to answer on their notebooks:  ***Where is it? Is it in an urban / rural zone?***  ***Is it a common house?***  ***What’s your house like?***  ***What does it have?***  ***What do you do in (different places) in your house?***  Then, SS are asked to make a model of their dream house using the materials they brought to class.  When SS are ready, T provides them with some useful expressions to present their model house:  I live in a … My house has…. My favourite place in my house is……  I have a… My house is near…. My house is located…  I… in my …  T. splits the class into small groups. SS take turns to present their houses. A student starts presenting his/her house and his/her partners ask the questions on the board to find out information about it. SS exchanges information about a model house. Meanwhile, T. monitors and listens to Ss collecting positive aspects of their presentations and areas for improvement.  Finally, T asks Ss to choose the best model dream house in the class. | 10 minutes  individually  20 minutes  individually  15 minutes  Whole class |
| **Post-task** | T leads feedback highlighting positive aspects in the presentations and encouraging Ss to correct mistakes related to language use and pronunciation  . | 10 minutes  T-Ss |
| **Assessment** | T asks Ss to have their colour disks on the desk. They are encouraged to use them to self- assess their performance along the lesson:  **Green:** Very well  **Yellow**: Ok but with some difficulties  **Red**: Needs improvement.  T uses this feedback from Ss to provide any additional help Ss might need. | 5 minutes  Individually |

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| **Implementation alternatives** |
| If you have a large class, you can ask Ss to create the model of their dream house at home and bring it as homework for this lesson, then it will save to you time and the whole class will have the opportunity to be heard by their partners.  If you students are already familiarised with the vocabulary and language for this lesson, you could have them comparing the typical houses in their region with their dream houses and they can use comparative ans superlative forms to contrast them. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| What I do in my home? | Listening  Speaking  Reading  listening | Present tense  Wh-questions | Daily routines  Parts of the house  verbs | 6th |

**Appendix 1**

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| **IN MY HOUSE**  Fill in the blanks using the new vocabulary from the video  I take a bath in the (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  In the bathroom, in the bathroom  I (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the bathroom  Where do you go to sleep?  I go to sleep in the (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  In the bedroom, in the bedroom  I (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the bedroom  Where do you (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  I watch TV in the living room  In the living room, in the (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_  I watch TV in the living room  Where do you (7) \_\_\_\_\_\_\_\_\_\_\_\_your dinner?  I cook my dinner in the kitchen  in the kitchen, in the kitchen  I cook my dinner in the (8) \_\_\_\_\_\_\_\_\_\_\_\_  Where do you (9) \_\_\_\_\_\_\_\_\_\_\_\_ you dinner?  I eat my dinner in the dining room  In the (10) \_\_\_\_\_\_\_\_\_\_\_\_, in the dining room  I eat my dinner in the dining room  Where do you (11) \_\_\_\_\_\_\_\_\_\_\_\_ your car?  I park my car in the garage  In the garage, in the (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I park my car in the garage.  I park my bike there, too.  Adapted from <https://www.youtube.com/watch?v=FTsoBfK2iQQ>  **IN MY HOUSE**  Fill in the blanks using the new vocabulary from the video  I take a bath in the (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  In the bathroom, in the bathroom  I (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the bathroom  Where do you go to sleep?  I go to sleep in the (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  In the bedroom, in the bedroom  I (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the bedroom  Where do you (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  I watch TV in the living room  In the living room, in the (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_  I watch TV in the living room  Where do you (7) \_\_\_\_\_\_\_\_\_\_\_\_your dinner?  I cook my dinner in the kitchen  in the kitchen, in the kitchen  I cook my dinner in the (8) \_\_\_\_\_\_\_\_\_\_\_\_  Where do you (9) \_\_\_\_\_\_\_\_\_\_\_\_ you dinner?  I eat my dinner in the dining room  In the (10) \_\_\_\_\_\_\_\_\_\_\_\_, in the dining room  I eat my dinner in the dining room  Where do you (11) \_\_\_\_\_\_\_\_\_\_\_\_ your car?  I park my car in the garage  In the garage, in the (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I park my car in the garage.  I park my bike there, too.  Adapted from <https://www.youtube.com/watch?v=FTsoBfK2iQ> |