INSPIRING TEACHERS

ELT PLAN TEMPLATE

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*Select the type of plan*

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
|  |  | X |  |

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| **Author’s remarks** |
| This plan helps students to know more about their city and how to describe their neighbourhoods. Students have the opportunity to practice writing and speaking skills. |

*Complete with the information about you and your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6th** | **45 minutes** | 38 | | 12 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

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

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

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| **Topic** | My city | | |
| **Module / Unit** | Module 4 | | |
| **Language focus** | Functional language | Language skills | Vocabulary |
| Describing places | Writing  Speaking | Places in a town, neighborhood, natural features, man-made features, market, hospital, library, grocery shops, chemist shops. |
| **Principles / approach** | Task-Based Learning | | |

*In “Aim”, describe the most important thing 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-centered, specific, measurable, achievable, realistic, and action oriented.*

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| **Learning objectives** | |
| **Aim** | By the end of the lesson, learners will be able to  Describe their neighbourhoods in the city. |
| **Subsidiary aims** | By the end of this lesson, students will be able   * To identify places of their city * To use the verb to be and have correctly |

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

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| **Materials needed** |
| Board, markers, notebooks, video <https://www.youtube.com/watch?v=iwxkwPA8c68>. |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and students do at each stage of the session. Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| Pre – task | Watch the video until minute 3:12  T shows Ss the video “our neighbourhood” <https://www.youtube.com/watch?v=iwxkwPA8c68>.  Ss write down the places the mention in the neighbourhood.  Ss compare the places in the video and the places that the city has. | 8 minutes  T-Ss  Individual work |
| Assessment: Classroom assessment. Ss write answers on the board. |
| Task | The teacher asks students to imagine the following situation: you are a touristic guide and you work in Villavicencio city.   |  |  |  |  | | --- | --- | --- | --- | | ROLE | AUDIENCE | FORMAT | TOPIC | | Touristic guide | Foreigner | Describing my neighbourhood | Getting to know my neighbourhood |   Ss complete the RAFT and then they walk around the classroom and talk to 4 different SS that live in a different neighbourhood from theirs and that they don’t talk frequently.  Ss describe their neighbourhood to their classmates.  Ss take notes on the new things they learn from the neighbourhoods. | 15 minutes  Individual work  15 minutes  SS-SS |
| Assessment: Peer assessment. Students exchange information. Teacher monitors and provide help when required. |
| Post – task | T asks Ss to write down the conclusions through some questions as  which ones were your favourite place?  Which one was unknown for you?  Did you learn something new about a place?  T writes conclusions on the board.  Finally, Ss choose a neighbourhood to visit soon. | 7 minutes  T-Ss |

*List all a series of tips of how this plan can be adapted so other teachers can implemented in their own educational context.*

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| **Inspiring tips for other teachers who want to implement this plan** |
| You can use the activity to teach there is or there are, but use a different video.  If time allows, ask students to draw their neighbourhood.  Bring pictures or images of iconic places of your city to help students with descriptions. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **My city** | Writing  Speaking | Have/ is  There is/ there are | Places in a town, neighborhood, natural features, man-made features. | 6th |