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 framed within the scope of the suggested English curriculum for Module 4: Globalization, in which students can discover different cultural aspects of various countries in terms of body language communication. Students have the chance to work individually and in groups in order to achieve the expected goals in this lesson.  |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| 7th | 2 hours | 37 | 12 |
| **Area** | **English level** |
| Rural  | Urban X | A1  | A2 X | 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** | Describing what you see |
| **Module / Unit** | Module 4. Globalization |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Comparing cultural aspects of countries | ReadingWritingSpeakingListening |  |
| **Principles / approach** | Task based learning |

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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to distinguish cultural aspects of different countries.  |
| **Subsidiary aims** | By the end of this lesson, students will be able to…* Exchange information about cultural aspects using present tense.
* Identify and use expressions to talk about culture and body language.
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| **Materials needed** |
| Suggested Video 1. “How Well Can You Read People?” <https://youtu.be/g4Lx224PRXU> Suggested video 2. “10 INNOCENT GESTURES That Can Get You KILLED Overseas!” <https://youtu.be/dbsOyLeI6Q8> Printed texts (nonverbal gestures from different countries)DictionaryCardboardMarkers, colour pencilsVideo beam/TV, computer, speakers. |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up** | T begins the class by showing some facial expressions of herself/himself and asks SS to say words to describe them (sad, happy, angry, curious, scared, nervous, surprised, confused, disgusted, etc.). T writes down the words given on the board.T shows video 1 and makes pauses as suggested by the video in order to have SS guess the expressions.  | 10 minutesT-SSSS-T |
| **Pre-task** | T gives each Ss a piece of paper: half of the papers have names of body gestures and the other half have the corresponding pictures (gesturing, fidgeting, faking a smile, a closed bodily posture, being surprised, yawning when listening to someone, sighing when talking to someone, waving your hand at someone, sitting with arms and legs crossed, avoiding eye contact with someone, talking or listening wringing your hands, smiling when greeting people, shrugging your shoulders, etc.). SS stand up and go around to find the matching paper. Once SS think they find the pair, they have to say the meaning in Spanish and decide if it is a gesture of respect or disrespect.Then, T shows the same images on a Power point presentation to clarify doubts on vocabulary and model pronunciation.  | 15 minutesPair work |
| **Task cycle** | T shows video 2 about 10 gestures from different countries. Meanwhile, SS must take notes on key words they hear. T plays the same video the second time and asks SS to fill out the chart ([**Appendix 1**](#Ap1)). Later, SS compare their answers with a peer. T asks SS to get in groups of 3-4 and hands in a short text to each group about body gestures in different countries ([**Appendix 2**](#Ap2)). SS read the text and look for unknown words in the dictionary.  | 30 minutesIndividual workGroup work |
| **Post-task** | T asks SS to create a body language atlas. For this, each group must prepare a book page for the atlas where they explain with drawings and short simple sentences that describe the most remarkable non-verbal expressions from the text. T monitors SS’ work and helps them when needed. Each group presents their book page to the class, showing the most remarkable body expressions from each culture. Then, T asks each group to paste it together to make the atlas. | 50 minutesSS-SSGroup work |
| **Wrap-up** | T closes the class by acknowledging the importance of knowing different cultures and their body language to invite SS to respect and value differences. ***Self-assessment technique: Can-do statements:*** *T shows SS some statements about the previous activities. SS must write down the statements on a piece of paper and complete with CAN or CAN’T according to their performance.* ***Statements:****I \_\_\_\_\_ use the simple present to describe actions.**I \_\_\_\_\_ understand different expressions relate to body language.**I \_\_\_\_\_ recognize and respect cultural differences.**I \_\_\_\_\_ exchange information about different cultures.**At the end, T collects the papers to analyse the information and reflect for the next lesson.*  | 5 minutesT-SSIndividual work |

*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** |
| Teacher must play the videos the necessary times and make pauses to emphasise on important aspects and clarify or explain vocabulary and expressions Working in groups makes students feel comfortable and free to express their opinions and feelings.In case you school does not have facilities such as video beam projector or TV, you can print the images and explain them yourself.  |

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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Describing what you see | ReadingWritingSpeakingListening | Present simpleImperatives  | Expressions for body gesturesAction Verbs | 7th |

**APPENDIX SECTION**

**Appendix 1. chart about video**

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| **Gesture** | **Country** | **Meaning** |
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**Appendix 2. Texts about non-verbal gestures**

**Non-Verbal Dynamics in Colombia**

Taken from: <https://www.iorworld.com/colombia-pages-493.php>

**Non-verbal expressions in Japan**

Taken from: <https://online.pointpark.edu/business/nonverbal-communication-japan/>

**Non-verbal expressions in France**

Taken from: <https://culturalatlas.sbs.com.au/french-culture/communication-0ffde593-478c-4097-b41c-05c94570631c>

**Non-verbal expressions in Brazil**

Taken from: <https://culturalatlas.sbs.com.au/brazilian-culture/communication-c84baf38-c6c6-40f7-9a73-0678f31df8ba#communication-c84baf38-c6c6-40f7-9a73-0678f31df8ba>

**Non-verbal expressions in Mexico**

Taken from: <https://culturalatlas.sbs.com.au/mexican-culture/communication-d665f6ae-de90-45e6-b47d-5a49fd5003d7#communication-d665f6ae-de90-45e6-b47d-5a49fd5003d7>

**Non-verbal expressions in Italy**

Taken from: <https://culturalatlas.sbs.com.au/italian-culture/italian-culture-communication#italian-culture-communication>