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 intended to give context and meaning to language to describe personality traits and use the modal verb should. Ss will discuss and decide what characteristics a class president should hold. The idea is to also make students aware of their responsibility as citizens. |

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| **Grade** | **Length of activity** | **Number of students** | | **Average age** | |
| **7** | **45 minutes** | 20 | | 13 - 15 | |
| **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** | x |
| **Globalization** |  |

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| **Topic** | Ideal leaders | | |
| **Module / Unit** | Module 2-Unit 1 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Giving suggestions and recommendations | Writing and speaking | **RESPECTFUL, OFFENSIVE, HELPFUL, POLITE, TOLERANT, AGGRESSIVE, RUDE, BOSSY** |
| **Principles / approach** | Task based learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of this activity, students will be able to describe personality traits and say if they are negative or positive. |

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| **Materials needed** | | |
| **Poster paper, Markers, tape** | | |
| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| Pre task | T writes the following adjectives on the board: **RESPECTFUL, OFFENSIVE, HELPFUL, POLITE, TOLERANT, AGGRESSIVE, RUDE, BOSSY**  Students use a dictionary to find the meaning of the words and classify them into negative or positive traits. | 5 minutes  Pairs |
| *Assessment:*  Ss socialize their classification as a whole group. Feedback from the teacher. |
| Task | In pairs, Ss write examples of people they know who meet each of these traits.  Teacher gives the following examples:  My mother is very helpful.  The man in the store is sometimes rude.  Teacher explains the use of the modal SHOULD and SHOULDN'T.  In groups of four SS, they discuss the following questions with their partners, take notes and then socialize their answers  1. What qualities do you think a class president should have?  2. Do you think you are a good candidate for class president? Why?  3. Do you think it’s important to vote? Why? | 10 minutes  pairs  5 minutes  Whole group  10 minutes  Groups of 4 |
| Post task | In groups of four SS, they write a list on a poster that describes how the following people SHOULD BE and SHOULDN ́T BE   1. Our class president 2. Our English teacher 3. Our manager 4. Our teacher president 5. The doorman 6. The librarian 7. The person who assists at the cafeteria   SS put the posters on the wall and everyone walks around looking at them. While reading the posters, SS should count how many times a trait is repeated to rank the top 3 traits people in their school should have, and the bottom 3 people should not have. | 15 minutes  Whole class |

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| **Implementation alternatives** |
| This is a very easy to prepare and implement task for both teachers and students. If your students need more help with language, maybe T can give them an example for each of the descriptions above and students write a second sentence based on that. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Ideal leaders** | Writing and speaking | Modal Verb: should | Personality traits | 7 |