INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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*Select the type of plan*

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

*Write a few lines about the usefulness of this plan for the Colombian English teachers*

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

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| **Author’s remarks** |
| This lesson plan gives the students a chance to describe themselves physically. They are exposed to read descriptions about famous people. It can also be a useful and productive class since students are able to produce questions and answers which are typically asked in interviews |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **8th** | **70 minutes** | 45 | | 13 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

*Select the curricular axe or focus*

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

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

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| **Topic** | School life and people | | |
| **Module / Unit** | EP! 1 – Module 1 – Unit 3 – Lesson 8 – pages 38 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing people | Special emphasis on speaking and writing | Height, build, hair, eyes |
| **Principles / approach** | Integration of the four skills,  A topic-based approach to the language syllabus. | | |

*In “Aim”, state what the learning goal is, in other words, what 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-centred, specific, measurable, achievable, realistic, and action oriented.*

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to exchange information about physical description |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Use adjectives to describe people physically |

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

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| **Materials needed** |
| **Personal notebooks, EP! 1 Students´ Book, Videobeam, PC, Board and markers.** |

*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.*

*Use these conventions: T= teacher S= students Ss= students*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| Warm up | The teacher chooses some key words and puts them in a bag. Students will work in groups of four. One student from each group is going to act out the word without speaking and the rest of the class will try to guess the word. The group that guesses more words wins the game. As they finish this game, the teacher pastes the pictures of the words on the board and asks students to take turns to join the word with its corresponding picture.  Teacher drills pronunciation with the class.  Key words: Age, height, build, hair, eyes | 10 minutes  T-S  GW  WC |
| *Assessment: Describe here the assessment practice the T implements in this stage if applicable. For example, self-assessment, peer-assessment, classroom assessment technique, test, etc. Also, describe how the T provides feedback.* |
| Introducing language | T asks students to go to page 38 from English, please 1 and observe the pictures of famous people and ask them what they know about the people they see in the pictures. T encourages students to describe them using one or two words. Then teacher asks students to read the texts of the descriptions of the famous ones and tells them to do the matching exercises in pairs (Teacher doesn´t explain them any unknown vocabulary at this stage). After that, teacher checks the answers as a whole class. | 15 minutes  T-SS  SS-SS |
| *Assessment:* |
| Controlled practice | T asks students to take out their notebooks and find words in the texts in exercise 1 to complete the chart. T asks students to have a look at the chart and draw their attention to the glossary in order to exploit the meaning of the headings included in the chart. T pronounces the headings loudly and asks student to repeat after him/he to help them get familiar with the sounds. Teacher checks answers with the class.  Now teacher asks students to work individually and write in their notebooks sentences using the vocabulary from the chart writing examples of their members of their families or friends. Teacher Provides examples:   * My mother´s eyes are brown * My best friend Lolita is tall   Then T asks for volunteers to participate reading the sentences they wrote in their notebooks | 20 minutes  T-SS |
| *Assessment:* |
| Freer practice | Now Teacher ask students to write four more sentences about the people in the pictures in exercise 1. Teacher asks students that some of these sentences need o be false. It is up to them to decide how many of them they want to be false about the famous person from exercise 1. Teacher also asks students to read them to the group. T explains to the class that every time one of the members of the group shares the sentences with their partners the others will say: Yes! or No! Teacher say that if the answer is false they need to correct it. To do this, teacher provides an examples:  Falcao is short  Answer: No! Falcao isn´t short. He is tall  Shakira is well built  Answer: No! Shakira is thin | 15 minutes  Ind.  GW |
| *Assessment:* |
| **Assessment** | In order to assess how students, felt about the lesson T gives student some instructions to follow:  -Close your eyes  -Show me with your fingers how you felt doing the activities in the lesson today:  One finger: very well  Two fingers: good  Three: with some help  T counts how many did very well/good/need some help and with this feedback teacher plan next lesson accordingly | 10 minutes  T-SS  SS-SS |
| *Assessment:* |

*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 can ask students to use the studied vocabulary to write a description of their favourite book character in their notebooks and share it with their classmates.  Teacher can also ask students to bring for the next class pictures of famous people from different context in order to get to know more people. |

*Write the key word for each category based on the content of this plan. For example:*

*Topic: environment Skill: reading Linguistic: should Vocabulary: animals, environment*

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| School life and people | Listening  Speaking | Information Questions | Adjectives to describe people | 8th |