INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
| **Teacher´s name** | **Yarelis Solano Rolong** |
| **Email** | [yarelissolano@hotmail.com](mailto:yarelissolano@hotmail.com) |
| **School** | **Luis R. Caparroso** |

*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 plan gives all English teachers the opportunity to develop the class dynamically, besides it helps to assess students’ level and It can be used to encourage ss to be more conscious of their health. It highlights the importance of practicing sports and living a balanced life. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **Seventh** | **150 minutes** | 44 | | 12 | |
| **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** | X Health |
| **Construction of Citizenship / Democracy / Teenagers** |  |
| **Globalization** |  |

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

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| **Topic** | Enjoy your free time | | |
| **Module / Unit** | Module one/unit one | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Expressing personal points of view about free time activities | Reading, writing, speaking | Free time activities, sports and leisure time activities. Practicing sports. |
| **Principles / approach** | Integration of the four language skills | | |

*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 express personal information about free time activities, hobbies and interests. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Identify the grammatical structure of the present simple and verbs to express interests and likes. * Identify vocabulary about free time activities, likes and hobbies. * Participate actively in the development of scheduled activities. |

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

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| **Materials needed** |
| Student’s book (WAY TO GO), photocopies, board, flash cards, board, markers.  This is the link to get the book:  <http://aprende.colombiaaprende.edu.co/colombiabilingue/94010> |

*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 warm up is a Pictionary to activate students ‘previous knowledge.**  T divides the class in two groups A and B. Then invites one student to represent his/her group. Each student takes a picture and act the activity that is in the card. The group that says more activities is the winner.  The activities are: watch TV, play soccer, listen to music, read a book, do exercise, ride a bike, play video game.  T asks SS to say what the connection between these words is. After T asks SS to write the words on their notebooks | 20 minutes  T-SS  SS-SS  Team work |
| **Presentation:** | T ask SS open the book on page 11 and tell them that they are going to work on a reading. T begins reading the text and ask to volunteers continue it. After T ask SS:  What kind of text is it?  Where can it appear?  What is it about?  Reading  T explains SS that the reading is about free time activities, likes or interests. Then T asks SS to answer the comprehension questions on their notebooks which will be checked in an oral way with all class. | 30 mins  T-SS  Class participation |
| ***Assessment: One-minute paper: (CAT)***  *In order to understand the topic of reading, the teacher implements the one minute paper technique.*  *T asks SS to answer two questions in one minute:*  *- Can you identify some free time activities?*  *- Can you express what activities you and your partners do in your free time?*  *If SS answer the questions in affirmative form, indicate they reached the goal for this session, but if the answer is negative, they need to read again.*  *Then T gives SS one minute to write on a piece of paper all the free time activities that appear in the reading.*  *T asks SS to read their answers.* |
| **Practice:** | T asks SS look at the Sara’s questionnaire and work with a partner. One student has to ask the questions and the other answer it using the Sara’s answers.  How often do you……….  Play sport?  Watch TV?  Read?  Play video game?  T focuses SS attention on how the questions are written and then write on the word more sentences that show how the present simple works in affirmative negative and interrogative form. | Pair work  40 mins  T- SS  SS-SS |
| ***Assessment: Traffic lights***  *In order to check SS learnt the grammatical structures of present simple, T implements the Traffic lights technique.*  *T gives SS three piece of paper with the colours of traffic lights (green, yellow and red)*  *T asks SS show a piece of paper as he explains the thematic.*  *Whether SS lift the green circle, they understood the explanation and T can continue; whether is the yellow circle, T ask SS say what part they don’t understand. But whether the red circle, T has to stop and do a review* |
| **Production:** | T asks SS to look at Sara’s questionnaire again and write sentences about her free time activities and the frequency she does the activities. The sentences can be written in affirmative negative or interrogative form. T gives SS one example.  Sara plays video games twice a week.  The sentences will be checked on the board with volunteer students. | 30 mns  T-SS  Individual work |
| ***Assessment: Cubing (peer assessment)***  *T gives to each S a piece of paper with a free time activity. SS will walk around the class room looking for the partners that do the same activities in their free time. The students that can put together faster, are the winners.* |
| **Wrap-up** | T asks SS to write the homework for the next class. SS have to write the activities in their free time and how often they do them. T ask SS close their eyes and show with the fingers how much they learned.  One finger: I didn’t understand the topic.  Two fingers: I understood something of the topic  Three fingers: I understood everything.  Then T ask the following questions.  Can you identify vocabulary related hobbies and free time activities?  Can you write sentences in present simple with all the forms?  Can you express your free time activities and hobbies? | 20 mns  T-SS  Whole class interaction |
| Feedback: T explains some doubts and mistakes SS has and says how they can improve. |

*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** |
| - The free time activities can vary according to context.  - T can includes or changes the assessments  - Can be used the daily routine with the present simple. |

*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** |
| **Hobbies and interests** | Reading, writing, speaking | Present simple | Free time activities, sports and leisure time activities | seventh |