



Convenio 00028 de 2019  
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS  
ELT PLAN TEMPLATE

*Complete with the information about you*

Author	
Teacher's name	Selene Candela Sanz
Email	candelasel@hotmail.com
School	CASD

*Select the type of plan*

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.

Author's remarks
This plan gives students the opportunity to ask for and provide information regarding their families. Moreover, it gives them the chance to ask their classmates about their families' likes and dislikes. Finally, at the end of this class, students will be able to interact with each other by describing their family members.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age	
9º	2 hours	35	14-15	
Area		English level		
Rural	Urban X	A1 X	A2	B1

*Select the curricular axe or focus*

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*

Topic	My Family
Module / Unit	Module 1 Unit 2



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Language focus	Language Function	Language skills	Vocabulary
	Describing family members	Integration of the four skills	Family members, nationalities, numbers
Principles / approach	Task Based Learning		

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.

Learning objectives	
Aim	By the end of this <u>lesson</u> , students will be able to describe their family members.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> <li>• Identify the members of their family.</li> <li>• Classify the family members in an informational chart.</li> <li>• Ask and answer questions about their family members.</li> <li>• Talk about their family members’ likes, dislikes and occupations.</li> </ul>

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

Materials needed
Family jigsaws English Please Fast Track 9 <sup>th</sup> grade Video beam Learning menu photocopy

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

Stage	Procedure	Time and Patterns of interaction
Warm up Ice-breaker	T asks SS to divide themselves into 7 groups of 5 Ss in each group. Each group has the opportunity to uncover the face down parts of a jigsaw puzzle about famous families. The group that guesses the family’s name gets a point. The group with the highest score at the end of the activity is the winner.	15 minutes Group work



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<p><b>Introduction:</b> Introducing language Pre-?</p>	<p>T presents a short description of his/her own family. T presents Ss with the use of possessive adjectives through examples from the previous description. Then, T asks Ss to go to page 22 and match the sentences to the pictures. T focuses students' attention to the possessive adjectives in bold. T and Ss check answers together.</p>	<p>20 minutes  T Ss</p>
<p><b>Practice:</b> Controlled practice While-?</p>	<p>Then, T shows some sentences on the board in order to ask the Ss to fill in the gaps with some possessive-adjective cards that are pasted on the walls. Ss copy in their notebooks the paragraph in exercise 5, page 23 and fill in the gaps with the corresponding possessive adjectives. T checks student's answers. Next T asks Ss to go to the reading on page 24 and asks some questions about the pictures. (Who are they? What are their relationships?) Then, Ss read the text after that, Ss read the multiple-choice questions about the reading and go back to the text to find the answers.</p>	<p>40 minutes  T Ss</p>
	<p><b>Assessment: Stop and Go</b> <i>T explains to the Ss that Green means Yes and Red means No. T asks yes/no questions to check the Ss understanding of the use of possessive adjectives, such as: "Is he his husband? Is he her husband?"</i></p>	<p>T Ss</p>
<p><b>Production:</b> Freer practice Post-?</p>	<p>T gives Ss a handout with questions about the family: Who is your mother? Where's she from? What does your father do? What does your sister look like? etc. Ss walk around the classroom asking their classmates the questions and, at the same time, providing information regarding the questions.</p>	<p>35 minutes  Group work</p>
	<p><b>Assessment: Exit Ticket</b> <i>Ss must fill in the ticket stating two things they know about two of their classmates' family members and two things they do not know, and would like to know, about one classmate's family.</i></p>	<p>Ss</p>
<p><b>Wrap-up</b></p>	<p>T tells the Ss to play the "crazy bag" game, in which they have to pass a bag with some cards inside with the members of the family. The Ss walk around the classroom passing the bag while the music is playing and when the T stops the music, the S who has the bag has to take out a card and talk about that member of his/her family.</p>	<p>Group work  Ss</p>
	<p><b>Assessment: CAT: Thumbs up/down</b> <i>T asks Ss to put their thumbs up if they are able to talk about the members of their family, and thumbs down if they can't.</i></p>	



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*List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.*

**Implementation alternatives**

- If you work in the rural area and there is no video beam in your school you can bring a picture of your family and describe it to the Ss.
- In the wrap-up section of this lesson plan, the teacher can change the activity by having Ss write a short paragraph about their families and share it with their classmates.
- For extra classwork, the teacher can also tell the students that they have to prepare a presentation about their families for next class, they have to bring pictures and describe the people in them.

*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*

Key words				
topic	skill	linguistic	vocabulary	grade
Family	Integration of the four skills	Possessive adjectives, To be, Do/does	Family members, professions, numbers, hobbies	9th