



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	
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*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 the students a good opportunity to talk about themselves, their favourite activities and at the same time, to know about their classmates. It also gives you, the teacher, some strategies to assess the level of the learners and to be aware of the way you are teaching them.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age	
7h	1 hour	33	12	
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	Talking about daily routines		
Module / Unit	1/ unit 2		
Language focus	Language Function	Language skills	Vocabulary



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	Talking about daily routines	Writing, speaking and listening	Routines Days of the week Sports Hobbies
<b>Principles / approach</b>	Task based approach		

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	
<b>Aim</b>	By the end of this lesson, students will be able to write and tell short sentences about daily Activities done by themselves, their classmates, relatives or friends.
<b>Subsidiary aims</b>	By the end of this <u>lesson</u> , students will be able to <ul style="list-style-type: none"> <li>• Talk about their likes and dislikes (regarding their free time activities)</li> <li>• Share with their partners about activities they have (or not) in common.</li> <li>• Make a time table in which they show what they do weekly.</li> <li>• Use and apply some strategies to assess their own learning process.</li> </ul>

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

Materials needed
Flashcards/tv/ video beam/worksheet/ pencil/ colours/ 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

Stage	Procedure	Time and Patterns of interaction
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<p><b>Warm up:</b> Ice-breaker</p>	<p>T asks SS to ....</p> <p>The teacher shows a series of images related to free time Activities. (may be pasted on the board, or displayed on the tv) Ss get in pairs and discuss on the activities they like to do the most and those that are common for them with another peer.</p> <p><i>Assessment: for this stage the assessment which will be used is peer assessment since every student is going to help each other, may be with vocabulary or pronunciation.</i></p>	<p>5- 10 minutes T-SS Pair work</p>
<p><b>Introduction:</b> Introducing language Pre-?</p>	<p>Teacher introduces the topic “Daily Activities” to the students asking them what they remember from the previous class in order to get them motivated and lead them into a proper environment for the class. Then he asks them: <b>How often you</b> do a variety of activities that they previously know from a Pictionary. For example: playing football, go for a walk, play video games. And then, the teacher gives the ss a worksheet with frequency adverbs used to talk about daily Activities.</p> <p><i>Assessment: <b>Diagnostic assessment</b></i></p>	<p>15 minutes T-SS</p>
<p><b>Practice:</b> Controlled practice While-?</p>	<p>Teacher reads aloud the worksheet with the frequency adverbs for the students and then he puts himself as an example making a kind of example of them on the board.</p> <p>Then he writes some of his daily routines by using <b>never, hardly, sometimes, often, usually, always.</b></p> <p>After this, the teacher asks students to work with the frequency adverbs from the worksheet by making examples based on their own daily routines.</p> <p><i>Assessment: <b>self-assessment/ CAT’s.</b> For this stage, it would suitable to start implementing the “Stop and go” strategy so that students can let you know if the instructions, or the activities we are working on are clear or not.</i></p>	<p>25 minutes T-SS SS-SS Pair work</p>
<p><b>Production:</b> Freer practice Post-?</p>	<p>In order to reinforce and finish the activity, teacher assigns an activity or homework where students have to design their personal Schedule in a kind of poster in which they present their favorite activities that they do every day, and adding a frequency adverb to them and also the time (hours) they do</p> <p><i>Assessment: <b>Peer assessment</b> at the end of each student’s presentation of his/her time table, the teacher can ask the classroom to give positive comments about what they just watched and listened to. This can help students to learn from each other.</i></p>	<p>10 minutes T-SS SS-SS Individual work</p>
<p><b>Wrap-up</b></p>	<p>Teacher gives constructive comments after the presentations of the students in which he highlights the use in context of the routines and the frequency adverbs. <b>(feedback)</b></p> <ul style="list-style-type: none"> <li>• <i>Assessment: <b>self and peer assessment:</b></i></li> </ul>	<p>5 minutes T-SS</p>



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	<p>In order to know what students feel or think about the lesson, it would be appropriate to do a checklist in which students can express what they learned or those aspects which they consider to be still weak.</p> <ul style="list-style-type: none"> <li>• Another assessment technique which I like for this case, are the Instagram stories in which the learners can post their feelings about the lesson and the way they learned something new.</li> </ul>	
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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
<p>The most important tip for planning or using this plan, is to think of having an excellent class environment, make the class funny not only for students but also for you as teachers. Besides, it is important to remark that the planning also needs to be complemented with good pacing and assessment techniques since they give the teacher and students the opportunity to know what is working in a good way and also what needs to be reinforced. Furthermore, the assessment techniques give us and the students the opportunity to learn from each other and have different kind of interactions and reactions in front of different topics or lesson worked.</p>

*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
Daily Routines	Writing, speaking and listening	Like Don't like My favorite	Routines Days of the week Sports Hobbies	7th grade