



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

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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 will help you have the chance to reinforce your Ss knowledge about a very common topic: "daily life actions". The teacher who wants to use this lesson plan has to take into account that this lesson plan has to be done at the end of the period because it is designed to review the present simple, the adverbs of frequency and the time.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age	
6	2 hours	24	11 - 14	
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	x
Construction of Citizenship / Democracy / Teenagers	
Globalization	

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

Topic
Habitual Actions/Daily Routine



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Module / Unit	2		
Language focus	Language Function	Language skills	Vocabulary
	Asking for and giving information about daily life	Skills integration	Routines
Principles / approach	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	
Aim	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> ● Exchange information about daily activities through questions and sentences.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> ● Tell the time ● Identify phrases and expressions on daily activities in short oral and written texts. ● Write simple sentences about daily activities in an oral and written way. ● Include the frequency by which they carry out an action.

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

Materials needed
Students Workbook (Way to Go), flashcard, board, pieces of paper, TV, a ball, a computer. Video link: https://www.youtube.com/watch?v=tEVIKyTgI40

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	The teacher will take a ball to play HOT POTATOE to review some verbs about the students’ daily routine. Here, the teacher will also use some flash cards with verbs to make them say a complete sentence where they will have to use the verbs in present simple with the adverbs of frequency and the time. When playing, the student that keeps the ball will say the sentence.	5 minutes T-SS SS-SS



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Introduction: Introducing language Pre-?	The teacher is going to present a video where the students will see some examples about how to use the present simple, the adverbs of frequency and the time in complete sentences. (It is mainly a review) the input is to review the topics. In this class there is not a new topic to be taught.	15 minutes T - SS
Practice: Controlled practice While-?	By using the video, the students' will have to use some verbs in a given situation where they will have to say and write examples correctly. First, they will have to write them on their notebooks. Then, the teacher will ask some students to say their examples. Finally, some students are going to write the examples on the board. The teacher can also make them repeat the examples presented on the TV. Finally, students will have to do a written exercise in their workbooks. (Page 8, exc 1) This is going to be done to practice telling time	30 minutes T - SS SS – SS
	<i>Assessment: Reflection Tree it is going to be done when ss finish the workbook activity in order to check how much they have learnt about this topic. The teacher should go and check and correct their ss work while they are working on it. Here, ss will have the chance to talk to the teacher and express him/her how they feel about their progress.</i>	T - SS
Production: Freer practice Post-?	Writing practice: Students are going to work in pairs. For this activity, they are going to have a piece of paper with some sentences (Jumbled activity) where they will have to read the papers and organize the sentences. Once they have them organized. They will write them on their notebook and then on the board for the teacher to check and correct them.	40-50 minutes T - SS SS- SS
	Actions wheel activity The teacher is going to give them a piece of paper with the verbs, the adverbs and the complements. Once, the teacher does it, he/she will show them the wheel where they will have to spin it. They will work in groups of three students. Once they spin the wheel, they will have to do what is written on the wheel; draw, spell, synonym, antonym, use in a sentence, say a word that rhymes.	SS-SS T-SS
	<i>Assessment: Can do Statements – At the end of this activity the teacher is going to ask the following can do statements to check his/her students 'understanding:</i> <ol style="list-style-type: none"> 1. I can write the time. 2. I can write about my daily routine. 3. I can talk about the frequency I do an action. 4. I can tell the time. 5. I can ask and answer about specific information related to my daily life. <p><u>Students are going to answer this questions by using a green car for a positive answer and a red car for a negative answer.</u></p>	
Wrap-up	The teacher will ask the students to do a poster about their routines at home for them to present it next class. During the class, the students will take notes about the presentations. After presenting them, they will post the posters on the wall – one after each presentation. Once the posters are on the walls, the students are going to walk	10 minutes T –S SS- SS



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	around the classroom and write comments about each student's presentation and poster. Then, by doing this every one of them will have the chance to give feedback on their classmate's work.	
	<i>Assessment: Posters – Explained before in the wrap-up</i>	

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
<ul style="list-style-type: none"> • Be sure you download the video. • Be sure the video works on the TV or on the computer. • You can change the flashcards for pictures to be shown on the TV. • If you do not have TV, you can use a video beam, but if not you can also use flashcards or pictures. • If you have time, you can take cardboard to make students work in their oral presentations during the class. • If there is a student who does not have the workbook, he/she can work with a classmate.

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
Habitual Actions/Daily Routine	Speaking Reading Writing listening	Third Person Adverbs of Frequency	Daily Actions The Time Frequency Expressions	6