



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 is a helpful guide for students to be able to talk about their daily routines. It helps teachers and students create new ways of expressing what they do on weekdays and weekends. It is a creative plan that can help shy students to express their ideas in a contextualized and meaningful way.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age	
7th	2 hours	34	13	
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	Daily Routines
Module / Unit	Unit 1



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Language focus	Language Function	Language skills	Vocabulary
	Asking for and giving information	Integrated language skills	Daily Routines, expressions of time, telling the time.
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	
<b>Aim</b>	By the end of this <u>lesson</u> , students will be able to identify and use phrases related to routines in written and oral texts.
<b>Subsidiary aims</b>	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> <li>• Exchange information about daily habits.</li> <li>• Use simple sentences to describe their daily activities</li> </ul>

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

Materials needed
<ul style="list-style-type: none"> <li>- Board</li> <li>- Markers</li> <li>- Video</li> <li>- Audio</li> <li>- Photocopies</li> </ul>

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
<b>Warm up:</b> Ice-breaker	T asks Ss to watch a video about Mr. Bean’s Daily routine ( <b>Getting up Late for the Dentist   Mr. Bean Official.</b> ) Students should repeat the sentences aloud to practice pronunciation.	15 minutes T-SS Group work Individual work



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	Ss get in pairs and compare Mr Bean's routine to their own.	Pair work Individual work
<b>Introduction:</b> Introducing language Pre-?	<ul style="list-style-type: none"> <li>First, the T shows a series of flashcards to Ss to introduce the basic verbs used when talking about routines.</li> <li>Then, using the vocabulary from the previous activity, students act out a part of their routine and their classmates should guess which one it is.</li> </ul>	T-SS 30 minutes
<b>Practice:</b> Controlled practice While-?	<ul style="list-style-type: none"> <li>Students solve a matching exercise, with verbs and drawings. They should remember the vocabulary showed by the teacher in the previous activity.</li> <li>Students do a survey about (what do you do every day?) their daily habits. Students stand up and mingle, filling in their surveys.</li> </ul>	Individual work 30 minutes
	<i>Assessment: Assessment for learning. Peer-assessment (TRAFFIC LIGHT), CAT's (ONE QUESTION QUIZ). T provides Feedback in a timely manner. As feedback is given immediately after showing proof of learning, Ss respond positively and remember the experience about what is being learned in a confident manner</i>	
<b>Production:</b> Freer practice Post-?	<ul style="list-style-type: none"> <li>Students use the vocabulary they have learned, by providing the description of their own daily routine.</li> <li>Students make a poster, drawing their daily routine and then, they present it to the class.</li> </ul>	Individual work 30 minutes
	<i>Assessment: : Assessment for learning. Classroom-assessment technique, STOP &amp; GO. T uses "I noticed..." expression to provide positive feedback. E.g.; "I noticed you provided a complete and good description of your daily routine. "</i>	
<b>Wrap-up</b>	<ul style="list-style-type: none"> <li>Students fill out a checklist, to assess what they "can do" with language.</li> <li>Students tell the class about their daily activities and share what they have learnt so far. They also tell the teacher which activities they liked the most and which ones were harder to do for them. (Clines)</li> <li>Students answer a series of questions asked by the teacher (One-minute paper.) They spend one-minute writing the answers and the put them anonymously in a box , to analyse their understanding of the topic.</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>What was the most important thing you learned in today's class?</li> <li>Did you understand the whole lesson or do you still have any doubts?</li> <li>What do you think should be reinforced about this topic? Why?</li> </ul>	Group work 20 minutes
	<i>Assessment: T uses "sandwich feedback" by using the COMPLIMENT – CRITICISM – COMPLIMENT technique.</i>	



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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**

- This plan can be used to have a more detailed lesson, which allows teachers to have more control of the class and to accomplish the established learning objectives.
- It is easy to use and to adapt to any educational context. Since, its structure is simple to develop.
- It has very clear steps to follow and it can be applied easily.
- It fits any methodology used by the teacher.

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	Skills integration	Do/does Frequency adverbs	Daily routines and activities Time/hour	7th