

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 is aimed at helping Ss deal with one of the most important components of human development, which is the social-emotional competence. In a didactic way, it helps Ss know how to express their feelings, emotions or preferences in English in any real-life situational context. It also gives them a sense that English is not an isolated subject at school but through music and emojis, which are Realia (authentic material from the context). They will realize that they may find a real situation, out of the classroom, in which they can be able to interact with the language and understand the meaningful purpose this subject has for them. It is communication! That is why I consider this plan may be implemented throughout different school years. It is not narrowed down to a specific audience.

Complete with the information about your students

Grade	Length of lesson	Number of students		Average age
7th	90 minutes	30		12-15
Area		English level		
Rural	Urban x	A1	A2 x	B1

Select the curricular axe or focus

Curricular Focus / Axes	
Environmental / Sustainability Education	
Sexual / Health Education	
Construction of Citizenship / Democracy / Teenagers	x
Globalization	



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

Topic	Expressing feelings and emotions		
Module / Unit	2		
Language focus	Language Function	Language skills	Vocabulary
	Expressing one's feelings or emotions	Skills Integration	Adjectives, present simple verbs, pronouns, emotions and feelings expressions
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 lesson, students will be able to use words, expressions, and structures related to handling feelings, emotions, and preferences.
Subsidiary aims	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> • Identify words and expressions about feelings, emotions, and preferences • Relate words and expressions about emotions with a graphic representation • Answer questions about how they feel • Produce short descriptive paragraphs about their mood • Make an oral presentation about their mood

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

Materials needed
Part of Realia (song), speaker, TV set, worksheet, dictionary, flashcards, tape, whiteboard

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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Warm up: Ice-breaker	T plays the song "Happy" by Pharrel Williams for Ss to have an idea of the class and activate prior knowledge by identifying related vocabulary. Ss brainstorm about the vocabulary they grasp from the song	10 minutes T-SS
	<i>Assessment: Focused listing</i> T writes in the whiteboard the word "emotions" for Ss to start giving words from the song that refer to emotions or based on their prior knowledge, to give words with similar meanings.	
Introduction: Introducing language Pre-?	T shows SS a series of flashcards for them to identify emotions Ss get in groups of four and do a Pictionary on a cardboard with the emojis shown by the teacher and the corresponding emotion	5 minutes T- Ss 15 minutes Ss
	<i>Assessment: Learning walls.</i> Ss will stick their posters on the wall to have a feedback from their peers and teacher.	
Practice: Controlled practice While-?	T models the description of moods by asking questions such as "how do you feel when you pass an exam/accomplish a goal?" so that Ss answers ... <i>I feel happy when...Today I am ... because ...</i>	10 minutes T- Ss
	T sticks pairs of cards on the whiteboard with emojis or sentences describing moods for SS to play a memory game by matching the emojis with the corresponding description	15 minutes Group work
	T gives Ss worksheets A or B with a series of questions about feelings and emotions. T asks Ss to walk around the classroom and find someone with the opposite paper to start an interview	5 minutes T - Ss
	Ss find a classmate to ask and answer the questions from the paper and make notes of the classmate's answers	
	T asks Ss to get in groups of 4 people with the same paper A or B and share the answers provided by their classmates to compare them with the ones from other classmates	15 minutes pair work
	<i>Assessment: Feedback sandwich:</i> students are working in groups of 4 people and when they finish writing their paragraphs they will socialize them in the groups and will receive two positive comments on them and one thing they could improve.	10 minutes Ss - Ss
Production: Freer practice Post-?	T asks Ss to randomly choose six of the questions from the ones they worked on with their classmates in the previous task and write a short paragraph to submit to the teacher.	15 minutes Individual work
	<i>Assessment: Color signal:</i> the teacher shows a blue face, a yellow face, and a red face for students to vote on the performance of their classmates in the oral presentation	
Wrap-up	Ss make a circle and present their paragraphs the class in an oral way. Ss and T give feedback and assess each student's work	30 minutes group work
	<i>Assessment: Three things</i> 1. One thing they knew and reinforced in this lesson 2. One thing they learned from this lesson	



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	3. One thing they would like to practice more about the content of this lesson	
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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>These are general tips for teachers to adapt any content. I would suggest to take into account.</p> <ul style="list-style-type: none"> - Use music to set the lesson, it is a good tool to engage Ss. - Involve the four skills and the lexical competence in each class. - Look for strategies to favour the learning styles, use pictures, audios, movements so that all your students feel part of the activities. - Be enthusiastic in your activities, your Ss will react to that attitude.

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
<p>Feelings emotions preferences social-emotional competence</p>	<p>Skills Integration</p>	<p>Adjectives To be To like Connectors Pronouns</p>	<p>Happy Sad Nervous Embarrassed Eager Angry Upset</p>	<p>7th</p>

Online resources to develop this lesson:

- ❖ Song "happy" Pharrell Williams <https://www.youtube.com/watch?v=MOWDb2TBYDg>
- ❖ Flashcards emoji faces:
 - 1. <https://drive.google.com/file/d/1atvvhGm1Nt5S8W7KwKAKRH9i0-EWbqsR/view>
 - 2. <http://www.mockeri.com/wp-content/uploads/Emotions.pdf>
- ❖ Worksheets <https://www.allthingstoppers.com/emotions.html>