



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 appropriate to help ss use the simple past tense in a contextualised way and without being exposed to explicit grammar explanations. It is also contextualised in the urban area of Barranquilla since it mentions the pier, the zoo and some other remarkable places of our city.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age	
8 TH	60 MINUTES	60 minutes	14 – 15 YEARS OLD	
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 Teenagers
Globalization	

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

Topic	My last weekend		
Module / Unit	Unit 3		
Language focus	Language Function	Language skills	Vocabulary



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	Sequencing activities carried out lastly	Reading and writing	Watch tv – spend time – last weekend – family – enjoy – see – play – Saturday
Principles / approach	Noticing 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 describe different activities done during the last weekend
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> List actions carried out in the past. Identify situations that already happened.

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

Materials needed
Computer and projector. Images of people performing actions, flashcards, posters, cardboard and 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
Warm up	<p>T places 8 images of common activities done during the weekend by ss all around the classroom. The images must have an image of the action and the script below. For example, an image of a person watching TV and below the following sentence: He watched 3 movies.</p> <p>Then T asks Ss to get together in groups of 5 and stand up and walk around the classroom observing the images and reading carefully. T gives 2 minutes to every group in each image, then T says “move to the left” and so on until every group has observed the 8 images.</p>	<p>10 minutes</p> <p>SS-SS Group work</p>



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	Finally, they sit together and try to write as many activities as they can remember. T asks every group to mention the activities they wrote.	
Pre-activity	T projects 4 images from the computer in which there are different people performing different actions and at the same time gives ss the texts below (attachment 1) with a short description of an activity. In groups of 3, ss will have to read carefully the texts, look at the pictures projected in the screen and match the texts with the images. T asks every group to read one paragraph and then select the image it refers to.	10 minutes SS-SS Group work
Main activity	<p>Every student must write a short paragraph describing what he and his family did during the last weekend, T writes on the board prompts like:</p> <ul style="list-style-type: none"> - Last weekend... - On Saturday, my family and I... - Last Sunday I <p>As well as verbs of possible actions like: watch tv – ride a bike – practiced sports And words that encourage ss to remember the actions and to structure their short paragraph. Then T gives every s a piece of cardboard in which they can draw the action and write the verbs of such actions. Ss will go to the board and show their classmates the drawings as they describe the activities conducted in the last weekend.</p> <p>Assessment: Teacher implements the Hand Signal Classroom Assessment Technique which is developed like this: T tells students she will ask some “did you...” questions and that they have to stand up, close their eyes and answer yes or no with their hands like this: 1 thumb up means “Yes, I Can” 1 thumb down means “No, I Can’t” At any given moment, T asks a strange question such “did you travel around the world?” to check students’ understanding. All the questions are related to the possible activities they did during the weekend.</p>	20 minutes T-SS Individual work
Post-activity	<p>Ss will work in groups of 4. T will give every group a different picture of people performing different actions (a family in a swimming pool, some friends at the stadium, students doing a homework, and so on) and every group must write a short paragraph describing what that group of people did during the last weekend. T walks around monitoring the activity and encouraging ss to write as many sentences as they can. Then T joins two groups and they have to explain to each other what they wrote.</p> <p>Assessment: 2 stars and 1 wish technique. T will give every s some stars and one bubble so they can write comments to their classmates. Next to the stars Ss will have to write something they liked about the presentation and something they did not understand next to the bubble:</p> <div style="text-align: center;">  </div>	10 minutes SS-SS Group work



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Assessment	<p>T will use a classroom assessment technique to conclude the activity. The technique is defined as focused listing and it is developed this way: T hands out cards to SS and asks them to write the word "WEEKEND" at the top of a sheet of paper as the heading of related words. Then T sets a limit of items to list (5 to 10) to list the points. SS look over their notes quickly and add any items they can remember The idea is to encourage ss to review the most important verbs and to write them in the correct form of the past. T collects the list and checks ss appropriate use of the past tense verbs.</p>	<p>10 minutes</p> <p>TS-SS Individual work</p>

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 activity can also be implemented with last vacations activities or past situations that can promote the use of the simple present in an implicit way. T can also implement this activity with important places of other cities and not only from Barranquilla.

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
My last weekend.	Reading and writing	Simple past	Days of the weekend Actions performed at the weekend Family members	8 th



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Attachment 1:

Last Friday, Camilo and his family went to Barranquilla's pier "Puerta de oro". The weather was very hot and there were a lot of people around. They all walked around the pier, they saw some ships and enjoyed the view.

Last Saturday, Diana and her family attended the Barranquilla's Carnival. They observed the parade and had a good time together. They drank a lot of water because it was a very hot day. They were very happy.

Last Sunday, Juan Pablo and his family visited Barranquilla's zoo. There, they saw many beautiful animals and shared some time together. Later on, they went out and had lunch in a near restaurant.

Last weekend, Marcela and her family stayed at home and watched some movies. Her father cooked a delicious meal for everyone and her mother relaxed because she worked really hard.