



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 be very useful to elicit information from students about their likes and dislikes concerning different topics in order to achieve the lesson goals in a very meaningful way through students own interests.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
9th	2 hours	30-35	15
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	Music		
Module / Unit	Health /Unit 2		
Language focus	Language Function	Language skills	Vocabulary



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	Talking about likes and dislikes	Writing	Music genres
Principles / approach	Communicative 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 lesson, students will be able to talk about their likes and dislikes.
Subsidiary aims	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> Identify vocabulary related to different kinds of music. Express short sentences about their likes and dislikes. Write about their classmates’ likes and dislikes.

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

Materials needed
Board Markers Copies Printed emoticons Sheets of paper Students’ notebooks

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	1. The teacher asks the students to make a brainstorming with the word MUSIC, and she will make it on the board. NOTE: In this part, the teacher will play different music genres and she will ask the ss about the name of each genre to make it funnier for ss.	10 minutes T-SS Group work Individual work



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	<i>Assessment: In this part there is no assessment</i>																										
Introduction: Introducing language	<ol style="list-style-type: none"> The teacher will paste some flashcards around the classroom with a trivia about music (1 MINUTE PAPER) to check how much do the ss know about music and their likes and dislikes about this topic. The teacher will write the question what is your favorite music? And she will ask some ss about it. The teacher introduces I like, I don't like, I love, I hate using some emoticons on the board and eliciting some information from ss. 	35 minutes T-SS Individual work																									
	<i>Assessment: In this part the teacher will use the traffic light to be sure that ss have understood some vocabulary.</i>																										
Practice: Controlled practice	<ol style="list-style-type: none"> The teacher writes some examples using the kinds of music that the students have said. Ex: I like pop music, I don't like vallenato music, I love salsa music, I hate reggaeton music. The teacher gives the ss a chart in a paper and she explains the students that they will have to write sentences for every category. <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Music</th> <th>Food</th> <th>Sports</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>Like</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Don't like</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Love</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hate</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> The teacher checks the activity 		Music	Food	Sports	Activities	Like					Don't like					Love					Hate					20 minutes T-SS Individual work
		Music	Food	Sports	Activities																						
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	<i>Assessment: In this part, the teacher will ask some ss to read aloud what they have written in the activity and she will ask the other ss to raise their hands if they have the same likes and dislikes.</i>																										
Production: Free practice	<ol style="list-style-type: none"> Then, the students will work in pairs and they will compare their answers, the teacher will help the students to write about their classmates. NOTE: In this part, the ss can watch a short video about a person who is talking about music and then, the teacher can elicit some information from the ss about the video. The teacher checks the activity 	20 minutes SS-SS T - SS Pair work																									



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	<i>Assessment: In this part the teacher will ask the ss to work in pairs to compare their answers and practice peer assessment.</i>	
Wrap-up	<p>1. The students will write 5 sentences about their classmates using the third person in simple form. The teacher will write some examples on the board. Ex: Juan Likes pop music, Alejandra doesn't like metal music.</p> <p><i>Assessment: In this part the ss will practice PEER CORRECTION and the teacher will explain that they will correct each others' work.</i></p>	<p>30 minutes T-SS SS-SS Pair 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
<ul style="list-style-type: none"> • The trivia can be adapted to the context (music genres, singers, etc) • The categories for the chart can be changed according to the previous knowledge of students. Ex: School, Professions, etc.

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
Music	Writing	Likes and dislikes	Music genres	Ninth