

**Topic**

How to learn more English: An English Action Plan

**Aims**

- To share ideas about how to learn more English.
- To encourage learner autonomy.
- To practise *going to + verb*.
- To create a personalised English Action Plan.

**Age group**

Older Primary learners aged 10 - 11

**Level**

CEF level A2+ (Elementary and above)

**Time**

Approximately 45 minutes

**Materials**

English Action Plan worksheet (1 per student)

**Introduction**

A lot of people make resolutions at the beginning of a new year and January is a good time for language learners to think about what they can do to maximise their learning in the year ahead.

The lesson starts with a brainstorming activity involving the whole class. Learners are guided to notice how language practice can be divided into distinct skills and given an opportunity to come up with creative ideas for practising English. Learners read a model of one student's action plan for learning English in the year ahead. At this point learners understand how even small English habits can form part of a more elaborate learning plan and that there are many fun activities they can do to improve their English. They also start to think about how a language-learning plan can be linked to other hobbies and interests.

The lesson finishes with learners making their own action plan for the year ahead.

**Procedure**

<b>Before the lesson</b>	Download and make copies of the worksheets you need for the lesson.
<b>1. Warmer (5 mins)</b>	<p>Write this question on the board:</p> <p><i>How can we practise English?</i></p> <p>Have an informal class discussion, encouraging learners to share their ideas.</p>
<b>2. Class brainstorm (10 mins)</b>	<p>At the top of the board draw a speech bubble with this sentence:</p> <p><i>I'm going to learn more English this year</i></p> <p>Underneath the speech bubble draw a large square and then divide it into four smaller squares, adding the four headings: Reading, Listening, Speaking, Writing.</p> <p>Point to each heading in turn and suggest an example, saying it aloud and then writing it in the square.</p> <p>For example:</p> <p>Reading: I'm going to read a joke in English every day</p> <p>Listening: I'm going to listen to a song every week</p> <p>Writing: I'm going to write three sentences about school every day</p> <p>Speaking: I'm going to make a video about my family</p>
<b>3. Group brainstorm (10 mins)</b>	<p>Organise learners into groups of five or six and give them a limited time to copy the diagram onto a piece of A4 paper and to brainstorm more ideas. They should say each idea aloud and then write it under the correct heading. Monitor learners as they build up their diagrams, encouraging them to find a similar number of ideas for each square. It is easier to find ideas to practise listening than speaking. But give examples of how audio can be used as a model for practice and how learners can record themselves speaking.</p> <p>Nominate a speaker in each group to report back their ideas to the rest of the class. Add each new idea to the board.</p>

<b>4. Pair work: Action plan worksheet, part one (10 mins)</b>	Organise learners into pairs and give each learner a copy of the action plan worksheet.  Learners work with their partner to complete part one. First, they read the ideas, saying which skills are developed and giving their opinion about how easy or difficult each idea is. Then they work out which hobbies and interests the writer has.
<b>5. Pair work: Action plan worksheet, part two (10 mins)</b>	Learners follow the steps to create their own English Action Plans, using the model as a guide and sharing ideas to personalise the plan to their own hobbies and interests.

**Contributed by**

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