



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	
Teacher's name	Belinda Ines Angulo Noriega
Email	bely2318@hotmail.com
School	I.E.D. Luz Del Caribe

*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 guides students to learn more about Colombia and some aspects of its culture by developing a series of activities in group that allow them to practice the simple present tense. It also provides a formative way to assess the students' performance and the lesson.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age	
6 <sup>th</sup>	75 minutes	25	12	
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	
Globalization	X

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

Topic	Colombian Identity
Module / Unit	Module 4. Globalization



Convenio 00028 de 2019  
entre el Ministerio de Educación Nacional y el British Council

Language focus	Language Function	Language skills	Vocabulary
	Identifying and describing aspects of the Colombian society	Listening, speaking, reading and writing	
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	
<b>Aim</b>	By the end of this <u>lesson</u> , students will be able to define own traits of national Colombian Identity in oral and written way.
<b>Subsidiary aims</b>	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> <li>• Make simple sentences using simple present tense and the vocabulary related to Colombian Identity.</li> </ul>

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

Materials needed
Computer, speakers, video beam / TV, copies of exit ticket, flashcards. Suggested video 1. “This is my country...Colombia” <a href="https://youtu.be/RFUVpiv8U3g">https://youtu.be/RFUVpiv8U3g</a>

*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>	T greets SS. T hands in some flashcards to different SS in the class ( <a href="#">Appendix 1</a> ). They go front and mention the name of the object, place, food either in English or Spanish and say if it is Colombian or not.	10 minutes SS-SS



Convenio 00028 de 2019  
entre el Ministerio de Educación Nacional y el British Council

<p><b>Introduction</b></p>	<p>T asks SS to watch a video about Colombia and write as many words as they understand.</p> <p>T asks some volunteers to read some of the words heard. T pastes some more words and phrases and asks SS to decide if they are mentioned in the video or not. For this, T plays the video a second time.</p> <p>Once SS have chosen the words and phrases, T explains them to SS and models and practices pronunciation.</p> <p>T asks SS to make pairs and does a dictation of words about Colombian culture: <i>Nationality, Rice, Fish, Colombian, Hat, Coffee, Happy, Carnival .</i></p> <p>Each group of SS must write the words on their notebooks. Then, T asks some volunteers to go to the board and write the words to check comprehension.</p>	<p>5 minutes T-SS Individual work</p> <p>10 minutes T-SS SS-T</p> <p>5 minutes T-SS</p> <p>10 minutes T-SS Pair work</p>
<p><b>Practice</b></p>	<p>T asks SS to make groups of 4-5. T gives each group a set of flashcards about different topics: <b>Group 1</b> Food <b>Group 2</b> Clothes <b>Group 3</b> Celebrations <b>Group 4</b> Adjectives to describe People <b>Group 5</b> Music</p> <p>T asks SS to check the flashcards. Then, T gives a question to each group: <b>Group 1 Food</b> What do Colombians eat? <b>Group 2 Clothes</b> What do Colombians use? <b>Group 3 Celebrations</b> What do Colombian celebrate? <b>Group 4 Adjectives to describe people</b> What do Colombians look like? <b>Group 5 Music</b> What do Colombians dance/listen to?</p> <p>Each group builds sentences using the vocabulary of the flashcards to answer the question given. T monitors SS' work and helps them when necessary.</p>	<p>15 minutes T-SS SS-SS Group work</p>
<p><b>Production</b></p>	<p>T asks some SS to read their sentences. Meanwhile, T writes some of the sentences on the board and later invites SS to focus on the tense used to build the sentences</p> <p>T clarifies doubts on the simple present tense and vocabulary.</p>	<p>15 minutes SS-T T-SS</p>



Convenio 00028 de 2019  
entre el Ministerio de Educación Nacional y el British Council

<b>Wrap-up</b>	<p><b>Classroom assessment technique: Exit ticket:</b> T hands in a paper to each Ss to answer some questions about the lesson (<a href="#">Appendix 2</a>).</p> <p>T collects the papers at the end of the class to reflect and implement different strategies for future lessons.</p>	5 minutes SS-T
----------------	---	-------------------

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>Allow students to use bilingual dictionary.</p> <p>In case you school does not offer video beam projector or TV, you can print some images of important aspects mentioned in the video and narrate it yourself.</p> <p>Groups are made according to the number of students you have in class.</p>

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
Colombian Identity	Listening, speaking, writing, and reading	Present simple tense Adjectives to describe people	Food, adjectives, music, clothes, celebrations.	6 <sup>th</sup>

## APPENDIX SECTION

### Appendix 1. Flashcards

Insert image <b>Colombian national flag</b>	Insert image <b>Bandeja Paisa</b>	Insert image <b>Anime</b>	Insert image <b>Spaguetti</b>	Insert image <b>North American dollars</b>
Insert image <b>Hamburger</b>	Insert image <b>Eiffel Tower</b>	Insert image <b>Sierra Nevada de Santa Martha</b>	Insert image <b>Carriel</b>	Insert image <b>BMW car</b>
Insert image <b>Coca Cola</b>	Insert image <b>Hollywood</b>	Insert image <b>Big Ben</b>	Insert image <b>Mexican Taco</b>	Insert image <b>Egipcian Mommy</b>



Convenio 00028 de 2019  
entre el Ministerio de Educación Nacional y el British Council

Insert image <b>Llama (animal)</b>	Insert image <b>Colombian coffee</b>	Insert image <b>Colombian chiva</b>	Insert image <b>Japan flag</b>	Insert image <b>Colombian Wax Palm</b>
Insert image <b>Orquídea flower</b>	Insert image <b>Colombian Chocorramo</b>	Insert image <b>Lulo fruit</b>	Insert image <b>European plug</b>	Insert image <b>Juanes</b>

### Appendix 2. Exit ticket

<b>EXIT TICKET</b>
1. What did I learn in this lesson? _____
2. What was the most difficult part in this lesson? _____
3. What did I like most of this lesson? _____