



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	Jose Aldemar Ocampo Ramirez
Email	Joseocampo29@gmail.com
School	Luis Carlos Galán

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 to build awareness of students' surroundings, especially their cities. The idea is for them to be able to describe all the specific and general elements about their cities and talk about the cultural aspects that can be seen. Moreover, they students can describe how their cities have been transformed by all the historical happenings that have taken place in the past.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
7th	2 hours	35	13
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
Globalization	

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

Topic	My city
Module / Unit	Life in the city



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Language focus	Language Function	Language skills	Vocabulary
	Asking for and giving information about places	Reading comprehension, writing and speaking	Buildings, houses, streets, people, culture: food, music, interesting places
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 <u>lesson</u> , students will be able to build awareness in regards to their cities and be able to describe them.
Subsidiary aims	<p>By the end of this <u>lesson</u>, students will be able to ...</p> <ul style="list-style-type: none"> • Identify and use vocabulary related to actions and activities dealing with life in the city in the past. • Develop listening skills through conversations and descriptions related to past activities. • Develop reading comprehension skills using different texts related to past activities; identifying structures, functions and vocabulary with the topics studied. • Develop written production using different topics related to identify structures, functions and vocabulary with the topics studied.

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

Materials needed
PowerPoint presentation, video, flashcards, posters and hand-outs.

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



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Stage	Procedure	Time and Patterns of interaction
Warm up: Ice-breaker	<p>Before students get in the classroom, the teacher pastes 5 charts on the wall, divided in 2 parts (now and before), around the classroom with different topics such as: entertainment, streets, traffic, houses and people's activities.</p> <p>Once in class, teacher asks students to organize in 5 groups (same number of students), and choose one of the topics of the charts.</p> <p>Then, students have to brainstorm ideas on the selected topic to write on the chart. For example, traffic: how is the traffic in your city now. Entertainment: what do people do in their free time? And so on.</p> <p>Teacher have students present the class the ideas on the charts, giving other students participation in each other's work.</p>	15 minutes T-SS SS-SS Pair work Group work Group work Individual work
Introduction: Introducing language Pre-?	<p>Teacher have students brainstorming opinions and knowledge by asking them about the same topics, but in the past. For example: How was traffic in your city 50 years ago? What did people do in their free time 50 years ago? And so on.</p> <p>Teacher presents students a video showing the differences between life in the city before and now.</p> <p>Teacher asks students to stand up and think peacefully about the changes the city has suffered.</p> <p>Assessment: Stop and GO: T gives SS a green and red card to answer the questions taking into account that green represents "yes" and red represents "no".</p> <ul style="list-style-type: none">● Has your city changed culturally?● Has your city expanded in regards to size?● Has your city changed its infrastructure?● Are there more people in your city compared to 20 years ago?	25 T-SS SS-SS Pair work Group work
Practice: Controlled practice While-?	<p>Teacher shows a PowerPoint presentation where the past tense of regular verbs is explained. During the presentation, teacher interacts with students by asking questions dealing with regular verbs into present and past tenses.</p> <p>Teacher organizes the class in groups of five students and gives each group a set of ten flashcards including verbs in present and past tense for them to interact.</p> <p>Teacher gives directions on a self-assessment activity in which students show if they have learned the studied regular verbs, using a PowerPoint presentation: if the correct past form of the verb is shown, students have to sit, if not they have to stand up.</p> <p>Teacher asks students to work with a classmate- pairs to solve exercises on a hand out. It is divided into two parts: first, completion exercises and second, written activity.</p>	



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	Assessment: Feedback sandwich: students are working in groups of 5 people and when they finish their interactions, they will socialize them with another group and will receive two positive comments on them and one thing they could improve.	
Production: Freer practice Post-?	<p>Teacher have students, using the verbs and information given in class, write at least 5 double sentences, comparing life in their cities before and now.</p> <p>Teacher asks students to go back to the charts on the wall and write their ideas.</p> <p>Each group select a representative to explain the class the before and now for each category, giving time for the rest to ask questions or contribute with ideas.</p> <p>Participation and interaction activity: Teachers have students reflect on which time they would prefer to live (before or now) and why?</p>	
	Assessment: <i>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	<p>Teacher asks students to use the second part of the hand out to write three things: 1. Things I have learnt. 2. Things I need to learn. 3. Free ideas about the lesson.</p> <p>Teacher and students organize a round table to share the three things and conclude the lesson.</p> <p>Assessment: The Muddiest Point <i>T Asks Ss to write the following questions and the answers:</i></p> <ul style="list-style-type: none"> ● what was the most difficult part of the lesson? ● What was the easiest part of the lesson? ● What do you need to go deeper in? <p><i>T must analyse his/her Ss' answers in order to clarify students' doubts next class.</i></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 is a very broad topic, which can be used with many different situations, contexts, etc.

One can promote all kinds of interactive and participation activities while implementing this lesson plan.

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 city	Reading Comprehension Writing Speaking	Verbs Comparatives Adjectives	Buildings, houses, streets, people, culture: food, music, interesting places	7th



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