



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 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 th	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



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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	
Aim	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.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> • Make simple sentences using simple present tense and the vocabulary related to Colombian Identity.

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” https://youtu.be/RFUVpiv8U3g

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	T greets SS. T hands in some flashcards to different SS in the class (Appendix 1). 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



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<p>Introduction</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>Practice</p>	<p>T asks SS to make groups of 4-5. T gives each group a set of flashcards about different topics: Group 1 Food Group 2 Clothes Group 3 Celebrations Group 4 Adjectives to describe People Group 5 Music</p> <p>T asks SS to check the flashcards. Then, T gives a question to each group: Group 1 Food What do Colombians eat? Group 2 Clothes What do Colombians use? Group 3 Celebrations What do Colombian celebrate? Group 4 Adjectives to describe people What do Colombians look like? Group 5 Music 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>Production</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>



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Wrap-up	<p>Classroom assessment technique: Exit ticket: T hands in a paper to each Ss to answer some questions about the lesson (Appendix 2).</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
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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 th

APPENDIX SECTION

Appendix 1. Flashcards

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



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

Appendix 2. Exit ticket

EXIT TICKET
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? _____