



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 provides elements for students to know more about Colombian cultural traits and those of other countries. Moreover, this plan offers different strategies to assess students in different ways and offers some resources to help students engage in the teacher's instruction and class.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age	
sixth	One hour	40	11-12	
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	Cultural Values in Colombia and other Countries		
Module / Unit	Globalization		
Language focus	Language Function	Language skills	Vocabulary



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	Talking about culture	Skills integration	Festivals Cultural traits Celebrations and costumes
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 lesson, students will be able to produce simple sentences about Colombian culture and that of other countries in relation to celebrations, customs and multicultural traits.
Subsidiary aims	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> Define traits of national Colombian Identity and those of a foreign country. Identify sentences and expressions related to people’s characteristics and celebrations. Exchange information about Colombian festivals.

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

Materials needed
Templates about Colombian culture, flashcards, television, computer, worksheets and the text book.

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
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<p>Warm up: Ice-breaker</p>	<p>T asks Ss to brainstorm festivals celebrated in their own country. Later on, the teacher puts some labels on the board about festivals in Colombia. In groups of four, one student chooses one festival and writes the description that is found on the back of the paper and read it to the group. Ss share ideas about what they know in regards to each country.</p>	<p>10 minutes T-SS SS-SS Pair work Group work Individual work</p>
<p>Introduction: Introducing language Pre-?</p>	<p>Teacher shows the students some slides introducing the main cultural traits in Colombia and other countries and explain some vocabulary orally and the pronunciation. Students must participate according to their knowledge and experiences they have about the topic. Later the students must write on their notebook a list of ideas about what they watched on the slides, once the students have finished listing down the ideas the teacher read build a master list and compare how many students have written down the same.</p>	<p>30 min</p>
<p>Practice: Controlled practice While-?</p>	<p>Teacher gets students to do a jigsaw reading activity. Students continue working in groups and analyse a text about festivals in Latin America, they read it and on a piece of paper, match each paragraph to the picture. After that, they must answer some questions then read the sentences aloud when the teacher asks them to answer. On the other hand, the teacher gives them a word search activity practicing the vocabulary of countries, nationalities and festivals around the world in order to reinforce the vocabulary. Then, students read a short text about Colombia, they fill a form with the most important information, the students participate orally socializing the information they got from the topic.</p> <p>Students build up a wall of paper and write some cultural traits about Colombia and other countries that called their attention according to the information studied during the class and express the ideas. Students can appreciate the sum up of ideas. The teacher encourages students to go around the classroom to find out information.</p>	<p>Ss work: 30 min. Group work: 30 min</p>
<p>Production: Freer practice Post-?</p>	<p>In order to reinforce the listening and writing activity, the teacher does a dictation exercise about 'The Carnival of Barranquilla' Teacher makes students do collaborative writing.</p> <p>One student must write the whole text and his/her partners must check if the text is well written. The teacher shows them a template with the whole text and they check the mistakes. The teacher analyses the mistakes and write them on the board in order to make feedback.</p> <p>For the next lesson, the students must bring information in English to design a poster for the next class, they have to choose one country to express the festivals,</p>	<p>Group Work: 30 min</p>



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	celebrations and some important cultural traits about the country chosen. The teacher encourages students to do a research on a given topic and they must design the poster and do the oral presentation.	
	Assessment: Running dictation - Poster	
Wrap-up	<p>Time to reflect!</p> <p>To end the activity, the teacher asks some questions about what they have learnt in relation to culture and vocabulary. Through a format given by the teacher, students must fill the form completing the statements</p> <ul style="list-style-type: none"> - I write 5 ideas I learnt about the topic - I write two questions about specific information - The cultural traits I learnt from the lesson are: <p>Students do the self-assessment through the use of a rubric whose purpose is to evaluate the vocabulary and the performance they had during the classes.</p>	SS-T and SS: 20 min
	Assessment: Exit Ticket	

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

- To look up information about Colombian festivals and those of other countries.
- To promote reading skills in order to increase their vocabulary.
- To reflect about what they learnt or what was interested for them concerning to the topic studied through the use of a rubric and other assessment techniques.
- To bring to class some realia in order to make the class interesting such as: disguises, accessories, songs among others.
- To use graphic organizers to brainstorm or summarize information.
- To make Ss present at fairs or exhibitions.
- To guide Ss to write different types of formats (postcards, letters, Ads..)
- To use board games in the classroom.
- To make Ss do collaborative writing.

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



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topic	skill	linguistic	vocabulary	Grade
CULTURAL VALUES IN COLOMBIA AND OTHER COUNTRIES	Speaking Listening Reading writing	Simple present tense	Festivals Cultural traits Celebrations and costumes	Sixth