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Convenio 00028 de 2019  
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INSPIRING TEACHERS  
ELT PLAN TEMPLATE

Author	
Teacher's name	Cristian Camilo Moncada García
Email	xtiankamilo@gmail.com
School	Institución Educativa Ciudadela del Sur

Lesson plan	Activity plan	Task plan	Project plan
x			

Author's remarks
This plan is a useful tool for catching the students' interest in writing graphic organizers; specifically mind maps about celebrities or family topics. The way this lesson plan is created, gives students the opportunity to learn how to organize ideas properly about people generating impact positively from the individual learning to the collaborative work based on the ZPD theory. In other words, there is a multifunctional purpose in the application of this lesson plan that can be worthy for other subjects and contexts students will face.

Grade	Length of lesson	Number of students	Average age
6th	120 mins	32	11
Area		English level	
Rural	Urban x	A1 x	A2 B1

Curricular Focus / Axes	
Environmental / Sustainability Education	
Sexual / Health Education	
Construction of Citizenship / Democracy / Teenagers	x
Globalization	

Topic	My people (people I admire)		
Module / Unit	1/3		
Language focus	Language Function	Language skills	Vocabulary
	Talking about others	Writing	physical and personality description, family, celebrities
Principles / approach	Task-Based Learning		



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Learning objectives	
<b>Aim</b>	By the end of this lesson, students will be able to create texts about people's physical appearance and personality.
<b>Subsidiary aims</b>	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> <li>• talk about people's feelings.</li> <li>• write physical descriptions about people.</li> <li>• ask and answer questions about families.</li> </ul>

Materials needed
- Way to go 6th students book - A photograph - A poster board - Markers - Audio from the Way to go 6th students book - Rubric

Stage	Procedure	Time and Patterns of interaction
<b>Warm up:</b> Ice-breaker	Ss get in a circle while the teacher brings a plastic bag with different pieces of paper including vocabulary about personality. By turns, one student takes one piece of paper without looking at it. The T pastes it on his/her forehead and the rest of the ss do mimics in order for the students to guess the word written on the piece of paper.	10 minutes SS-SS Group work
<b>Introduction:</b> Introducing language Pre-activity	<p>Ss listen to audio 23 from the Way to Go 6th material. The audio presents the description about three people. Ss must take notes filling some blanks given previously by the T based on what they understand. After playing it three times, the T shows the images of the characters on the TV for students to confirm the physical characteristics mentioned in the audio. Then, the Ss participate when the teacher asks for the personality aspects extracted from the descriptions in the audio. Thus, the T clarifies and confirms the appropriate answers.</p> <p><i>Assessment:</i> After the clarification the teacher asks Ss to draw a <i>traffic light</i> in order to define if they did or did not do it well: that is:            Red: If they did not understand            Yellow: if they understood, but needed some help            Green: if they were able to do it correctly.</p>	20 minutes T-SS Individual work
<b>Practice:</b> Controlled practice While-activity	The T provides five categories related to famous people (music, cinema, sports, arts or science) in order for the Ss to choose a person who belongs to one of those categories and can describe it orally in terms of physical and personality features. As this activity is in pairs, the purpose is that they can give feedback to each other. First the Ss receive a rubric to analyze their partners' speech. The T includes a written	20 minutes T-SS SS-SS Pair work



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	example to provide the Ss with a basis to create their own. The Ss receive guidance constantly while the T goes around the class supporting the Ss and making suggestions or corrections if necessary.	
	<i>Assessment: after reading the rubric the Ss work with the feedback sandwich highlighting one positive aspect of what the partner said, one element to improve and another positive aspect.</i>	
<b>Production:</b> Freer practice Post-activity	Individually, and based on the picture of their relatives, the celebrity or the friend they were asked to bring in the previous class, they must complete the mind map proposed by the T in a draft. The map must include the name of the character, physical description, family information (worked in previous lessons) and reasons to admire that person. Therefore, they rewrite the final mind map on the poster board and paste the picture on it. Finally, the Ss hand it in to the teacher.	40 minutes SS-SS Individual work
	<i>Assessment: the T uses a hand signal to be sure if the students are able to start making the map based on the previous activities or if it is necessary to approach some Ss to make things clearer.</i>	
<b>Wrap-up</b> Assessment Feedback	The T takes into account the participation in the activities, its performance and progress during the class. Also, the final written text that the Ss present. During and at the end of each stage the T gives some feedback clarifying any doubts that emerge from the development of the activities. Moreover, the teacher mentions general aspects that are observed in the lesson in terms of receptive and production skills, whether to improve or to highlight.	10 mins T-SS

**Implementation alternatives**

- Adapt the level and amount of vocabulary according to the context.
- Provide more or reduce the prompts to consolidate the final mind map.
- Change the audio from the introducing language stage for images with key-words or prepare an audio including more recognizable characters for the students.

**Key words**

topic	skill	linguistic	vocabulary	grade
People	writing	present simple	physical and personality description, family, celebrities	6th