



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 helps students to recognize and talk about some places in the city by naming and describing them. Students will develop some fun activities to practice this topic. This plan is also useful if you ever find yourself clueless about how to introduce and practice this topic with your class.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age	
6 th	60 minutes	40	10-11	
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	Places of the city		
Module / Unit	Module 4. globalization		
Language focus	Language Function	Language skills	Vocabulary



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	Identifying places in the city	Speaking	School, park, restaurant, hospital, supermarket, stadium, shopping mall, pharmacy, grocery store, movie theatre, church, bank; buy, eat, learn, watch, play.
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 talk about different places of the city.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to... -Name the places of the city or neighborhood. -Recognize some actions that can be done in those places.

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

Materials needed
Video "Where Are You Going? Places Song" https://www.youtube.com/watch?v=OkfROvtrDI8 Pieces of paper Computer Video beam / TV and speakers Flashcards (School, park, restaurant, hospital, supermarket, stadium, shopping mall, pharmacy, grocery store, movie theatre, church, bank) and printed material

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</p>	<p>T asks SS to watch the video “<i>Where are you going?</i>” for the first time to get familiarized with the message and some vocabulary.</p> <p>Then, T plays the video a second time for SS to check more vocabulary. T plays the video a third time inviting SS to sing along.</p> <p>T asks SS to get in pairs to write the places they remember from the song. T asks some volunteers to give the names of some places and writes them on the board.</p>	<p>10 minutes T-SS SS-SS SS-T Pair work</p>
<p>Presentation</p>	<p>T divides the class into two groups. T previously pasted on the walls some pictures of places of the city and some adjectives and phrases that describe those places (Appendix 1). Each group goes around looking at the images and reading the adjectives to match them. The group who finishes matching the places with their corresponding descriptions is the winner and gets 5 points. The other group gets 3 points.</p>	<p>15 minutes T-SS Group work</p>
<p>Practice</p>	<p>T asks SS to get in pairs and prepare a short conversation with questions and answers using the vocabulary presented in the previous activity about places in the city. T goes around monitoring SS’ work and clarifying doubts.</p> <p>Classroom Assessment technique: Hand signal: T asks SS to show their thumbs up to indicate they finish work and thumbs down to indicate they still need some time to complete the task.</p>	<p>15 minutes SS-SS Pair work</p>
<p>Production</p>	<p>T asks SS to present their conversations as role plays to the class. T uses a checklist to assess SS’ presentations (Appendix 2)</p> <p>Assessment technique: Checklist. T uses the checklist to have a more objective way of checking SS’ performance on the activity done. T provides SS with the results of the checklist at the end of the lesson.</p>	<p>30 minutes SS-SS Group work</p>
<p>Wrap-up</p>	<p>Based on the results collected from the previous checklist, T makes a further explanation on the topic to clarify all doubts possible.</p> <p>T closes the lesson by asking some SS at random about what they can do in some places that are near their neighbourhood. SS answer voluntarily.</p> <p>Peer assessment technique: feedback sandwich: T asks SS to draw a sandwich on a piece of paper (two slices of bread and a piece of meat in-between). SS write a positive comment in one slice of bread; then, write what the peer could improve and how by making clear and specific suggestions in the meat. Finally, write another positive comment in the remaining slice of bread to motivate the peer.</p> <p>T asks SS to give the papers with the sandwich to the corresponding Ss.</p>	<p>10 minutes T-SS SS-SS</p>



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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

In case you do not have a video beam projector or TV, you can print the places mentioned in the video and sing the song yourself.

Try choosing places that are common in your city or near the neighbourhood to motivate students to talk about familiar things.

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
Places of the city	speaking	Present simple tense Wh questions	Names of places in the city Daily Actions	6 th

APPENDIX SECTION

Appendix 1. Suggested flashcards and descriptions

Insert image School	Insert image Park	Insert image Hospital
Insert image Supermarket	Insert image Bank	Insert image Stadium
Insert image Movie theatre	Insert image Grocery store	Insert image Shopping mall
Insert image Restaurant	Insert image Pharmacy	Insert image Church



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A big noisy place where you go to study and learn	A Big and fun place where you go to play with your friends	A clean place where you go when you are sick. Doctors and nurses take care of you there
A big place where you go to buy goods you need like food and cleaning items	A quiet and crowded place where you go to get money loans	A huge and full-of-stairs place where you go to watch football matches and other sports
A big place where you go to watch movies	A small place where you go to buy food and other items	A crowded and nice place where you find restaurants and different stores
A clean and comfortable place where you go to buy prepared meals.	A place where you buy medicines	A quiet and peaceful place where you go to pray

Appendix 2. Checklist for oral presentation (role play)

Aspects	Yes	No	Comments
Students recognize and mention different places of the city.			
Students pronounce correctly the names of the places of the city.			
Students use correctly the Wh words to ask questions.			
Students elaborate complete answers to talk about the places of the city.			