



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	Miguel Ángel Salas Vásquez
Email	salas10798@gmail.com
School	I.E. John F. Kennedy Soledad, Atlántico

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 designed to provide a meaningful way for students to learn more about regions in Colombia by describing people and their customs and by using the simple present tense and adjectives.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
6 th	2 hours	37	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	X
Globalization	

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

Topic	What are Colombian people like?		
Module / Unit	Module 4. Globalization		
Language focus	Language Function	Language skills	Vocabulary



Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

	Describing personal and physical features of people	Speaking Writing	
Principles / approach	Communicative approach/ learner-centred 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 lesson, students will be able to describe physical appearance and personality traits of people from different regions in Colombia.
Subsidiary aims	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> • Write simple sentences using present tense. • Use Adjectives for describing people and social conditions orally and in written form.

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

Materials needed
Adjective Domino game Video beam / TV Power point presentation Markers, board

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 asks SS to sit down in pairs or groups of 3 play adjective domino game (Appendix 1) to match some adjectives with the correct picture. As in a usual domino game, the winner is the one who has no pieces left. T goes around monitoring SS' work and fairness in the game.	15 minutes SS-SS Pair work
Presentation	T shows a Power Point presentation about people from different regions of Colombia (This presentation can be adapted to the SS' level and type of vocabulary you want to present). T asks questions about the people shown. For example: <i>How</i>	20 minutes T-SS



Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

	<p><i>does he/she look like? What colour is this? What are people like in Caribe? They are kind and friendly.</i> T can also talk about their customs and traditions.</p> <p>Based on the previous images, T explains how to describe people using adjectives and the simple present tense by providing some sample sentences on the board. T models pronunciation.</p>	
Practice	<p>T divides SS into groups of 3-4 and gives each group a different region from Colombia. T asks SS to look for information on internet to complete a chart based on specific information about the region (Appendix 2). T monitors SS' work and clarifies doubts.</p>	<p>20 minutes Group work</p>
Production	<p>T asks each group to design a flyer in which they invite people to visit the region given before. T shows the aspects of a checklist for SS to know how they are going to be graded. SS have to include the information from the chart, use adjectives and the present simple tense and use drawings to make the flyer visually appealing.</p> <p>When SS finish the flyers, T invites them to present them so all SS in class can fill out the chart with information from all regions.</p> <p>Assessment technique: Checklist: T grades SS' work by using this checklist (Appendix 3).</p>	<p>50 minutes Group work</p>
Wrap-up	<p>Peer assessment technique: feedback sandwich: T asks SS individually to draw a sandwich on a piece of paper. They have to include two slices of bread and meat. In the two slices of bread, SS write two positive aspects of their partner's flyers and presentation; in the meat, they write something they would like their partners to improve for next time. T asks SS to give the sandwiches to their partners.</p> <p>At the end, SS vote for the best flyer in class.</p>	<p>10 minutes Individual work</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

In case your school does not have video beam projector or TV, you can bring the images printed.
If you do not have internet connection, bring some information printed for students to develop the activity. You can also ask them to bring the information printed or on their phones.

Give students different roles in the production stage.
Use L1 when necessary.

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



Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

Key words				
topic	skill	linguistic	vocabulary	grade
What are Colombian people like?	Speaking Writing	Present simple Wh Questions	Adjectives	6 th

APPENDIX SECTION

Appendix 1. adjectives domino game

SHORT	Insert an image of ugly	UGLY	Insert an image of friendly
FRIENDLY	Insert an image of strong	STRONG	Insert an image of clean
CLEAN	Insert an image of old	OLD	Insert an image of tall
TALL	Insert an image of rich	RICH	Insert an image of smart
SMART	Insert an image of poor	POOR	Insert an image of thin
THIN	Insert an image of happy	HAPPY	Insert an image of exciting
EXCITING	Insert an image of sad	SAD	Insert an image of fat



Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

FAT	Insert an image of lazy	LAZY	Insert an image of cold
COLD	Insert an image of funny	FUNNY	Insert an image of gorgeous
GORGEOUS	Insert an image of famous	FAMOUS	Insert an image of young
YOUNG	Insert an image of lively	LIVELY	Insert an image of charming
CHARMING	Insert an image of attractive	ATTRACTIVE	Insert an image of outgoing
OUTGOING	Insert an image of creative	CREATIVE	Insert an image of peaceful
PEACEFUL	Insert an image of elegant	ELEGANT	Insert an image of short

Appendix 2. Chart about people

Regions	Characteristics of people	Typical Food	Customs
Amazonia			
Andina			
Caribe			
Pacífico			
Orinoquía			
Insular			

Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

Appendix 3. Checklist for the teacher

Statements	Yes	No	Comments
The flyer contains clear and simple vocabulary.			
The audience can understand the general idea easily.			
Includes adjectives to describe people.			
Uses correctly the present simple tense.			
The flyer is visually appealing.			