INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This plan gives the students a chance to know about places and it also gives the students a valuable opportunity to assess their level. It is a useful and productive class for the module 1 democracy and peace. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **7°** | **45 minutes** | 40 | | 14-15 | |
| **Area** | | **English level** | | | |
| Rural X | Urban | A1 X | A2 | | B1 |

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| **Curricular Focus / Axes** | |
| **Environmental / Sustainability Education** |  |
| **Sexual / Health Education** |  |
| **Construction of Citizenship / Democracy / Teenagers** |  |
| **Globalization** | X |

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| **Topic** | **Travelling around Colombia!** | | |
| **Module / Unit** | MODULE 4 UNIT 2 Travelling around Colombia! | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| * Naming places in town | Lexical | Church  Laundry  Park  Museum  City  Town  Airport  Supermarket  Borders |
| **Principles /approach** | Lexical approach | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to identify places around town |
| **Subsidiary aims** | By the end of this lesson, students will be able to use lexical items related to the city |

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| **Materials needed** |
| Posters, video bean. |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Introduction:**  Introducing Vocabulary | Pre-reading  Students complete the following exercises   |  |  |  |  | | --- | --- | --- | --- | |  | VOCABULARY |  | DEFINITION | | 1 ( ) | CHURCH | A | a [building](https://dictionary.cambridge.org/es/diccionario/ingles/building) for [Christian](https://dictionary.cambridge.org/es/diccionario/ingles/christian) [religious](https://dictionary.cambridge.org/es/diccionario/ingles/religious) [activities](https://dictionary.cambridge.org/es/diccionario/ingles/activity) | | 2 ( ) | RESTAURANT | B | a place where you can study | | 3 ( ) | HOSPITAL | C | a place where you can eat. | | 4 ( ) | SCHOOL | D | a place where doctors care, sick people, | | 5 ( ) | HOTEL | E | It is a place where you can take a plane | | 6 ( ) | AIRPORT | F | a place where you can stay for vacation or work. | | 7 ( ) | PARK | G | an athletic or sports ground with tiers of seats for spectators. | | 8 ( ) | LAUNDRY | H | It is an institution that [cares for](https://en.wikipedia.org/wiki/Preservation_(library_and_archival_science)) (conserves) a [collection](https://en.wikipedia.org/wiki/Collection_(artwork)) of artifacts and other objects of [artistic](https://en.wikipedia.org/wiki/Art), [cultural](https://en.wikipedia.org/wiki/Culture), [historical](https://en.wikipedia.org/wiki/History), or [scientific](https://en.wikipedia.org/wiki/Science) importance. Many public museums make these items available for public viewing through [exhibits](https://en.wikipedia.org/wiki/Display_case) that may be permanent or temporary | | 9 ( ) | MUSEUM | I | It is a place where you can wash the clothes | | 10 ( ) | STADIUM | J | It is an area of natural, semi-natural or planted space set aside for human enjoyment and recreation. | |  | | | | | 10 minutes  T-SS  Pair work |
| **Practice:** | The teacher asks questions to explore the vocabulary and knowledge of the students using the projector with a power point presentation about places around their town like:  Church  Laundry  Park  Museum  City  Town  Airport  Supermarket  (You can create a PowerPoint presentation related to places in your town)  The teacher asks students questions related to the power point presentation.  • Which places do you recognize?  • Which places have you visited? | 10 minutes  Group work |
| Three things  At the end of the stage, ask your learners to make a list of two things they learned, and one thing they still need to learn. |
| **Production:** | SS create a map of their neighborhood and label the places in the neighborhood. Ss must share their map with another partner. Students complete a rubric to assess their peers; work.   |  |  |  | | --- | --- | --- | | 1 | 2 | 3 | | Map is Illegible | Map is Barely legible | Map is Clearly written | | Map has corrected spelling | Map has mostly correct spelling | Map has incorrect spelling | | Map is creative, colourful and neat | Map is mostly creative, colourful and neat | Map is not mostly creative, colourful and neat | | 60 min minutes  Individual work |
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| **Wrap-up** | Trivia: Students compete in groups to answer trivia questions.  Ss choose the correct option:  1. Santa Marta is the city in Colombia.  a. older c. most oldest b. oldest d. more old  2. Medellín is the second city in Colombia.  a. largest than c. larger b. most large d. largest  3. I think Cartagena is than Barranquilla.  a. the more beautiful b. the most beautiful c. more beautiful d. most beautiful | 10 minutes  Individual work |
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| **Implementation alternatives** |
| We can do oral presentations and role play, if it is possible make a tour of the city. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Places in the city and town** **Travelling around Colombia!** | **Speaking** | Present simple | Church  Laundry  Park  Museum  City  Town  Airport  Super market | 7° |