**FORMATO DE PLAN DE CLASE**

Fecha: Viernes 18 Octubre 2019

Número del plan de clase: Clase 1

Institución: Institución Educativa Ciudad Modelo

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Grado/nivel: Séptimo

Tema: To make a brochure about cities in Colombia

Tiempo de intervención: 3 horas

Classroom: Computer room

**Objetivo general:**

Recognize cultural characteristics in Colombia.

**1. Objetivos específicos**

Students will be able to describe characteristics and lifestyles of different cities.

Students will be able to talk about activities or places in the past.

Students will be able to compare characteristics of cities.

**2. Contenidos**

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| **Contenidos comunicativos** | **Contenidos lingüísticos** | **Contenidos culturales** |
| Compare characteristics of cities.  Express lifestyles in different cities.  Talk about activities or places in the past.  Talk about famous festivals and give tourist information. | Superlatives  Simple present  simple past  Weather  Vocabulary to describe a place: Biodiversity, Geography, Sports, Cardinal points, Qualities.  Adjectives  possessives adjectives  This, that  Connectors of sequence  There is/ There are  Preposition  descriptive paragraph, informative paragraph | Colombian cities.  Typical dishes and tourist places  Colombians’ habits  Colombia weather |

**3. Metodología**

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| --- | --- | --- | --- |
| **Task** | **Time** | **Activity (Teacher)** | **Activity (Students)/ Type of classroom interaction** |
| P  R  E  -  T  A  S  K | 20 min. | **Pre-task:**  Students will work on a Webquest provided by the teacher at the computer room. The first exercise consists in filling information in a Colombia map (annex 1). Teacher checks the answers with the class.  Next, SS will read the article ( annex 2) and then the T asks to the class 6 questions from annex 3.  Ss will work with a partner and will read the article once again to decide if the statements 1–7 ( annex 4) are true or false. SS will correct the false ones.  T checks the answers | **T-SS**  Students will fill the blanks in the map by themselves or they will search on the internet to complete the information.  SS will read the article and answer the questions given by T.  SS will work on pairs and they decide which phrases are right or wrong. After that, T asks them for the correct phrase. |
| W  H  I  L  E  -  T  A  S  K | 40 min. | **While- task:**  For the next exercise, students will be tour guides, and they will be committed to advise a group of tourists who will arrive to Cali. All the tourists are going to Colombia for the first time and know very little about traditional Colombian culture.  Students has to suggest five different cities from different regions of the country. Tourists just can chose three cities to visit. However, one of these cities has to be Cali because there will be their first stop and they do not want to lose any time knowing this wonderful country.  SS will create a descriptive paragraph text about the cities including connectors of sequence. Then, in the Webquest Students will open the link (annex 5) to work on connectors of sequence where they have to match the right connectors to have a coherence paragraph. Then T checks answers.  After that, to help Ss about how to describe a place in annex 6 there are some adjectives with examples they can use. Besides, in annex 7 they can find some examples with cities´ descriptions. At the end of the page, they have to complete some sentences according to the descriptions of those cities. | **T-SS**  SS will take a role-play. They´ll be tour guides. SS will chose which cities investigate.  SS will work on connectors of sequence through a link. |
| P  O  S  T  -  T  A  S  K | 30 min. | **Post- task:**  Students will work on groups of four. Among them have to assign responsibilities. Each one has to be in charge of one city, but everyone will look information about Cali. Every group has to create an attractive brochure with an itinerary for 10 days in the country. The brochure has to describe the following information about each city: location within the country, weather, transportation, at least one historical site to visit, at least one touristic site to enjoy, typical food, and a place to stay, cardinal points.  The Webquest provides a list of links (annex 8), which students will access to attach general information, and photos they need. In addition, they can visit other sources to include more information.  Taking into account the information they searched. SS will elaborate some sentences using superlatives.  Finally, SS can use the link of annex 9 to make a brochure for group. In the brochure, they have to put the descriptive paragraph about each city including the adjectives learned, the sentences with superlatives and all the information required.  Ss will have to bring for the next class the brochure impressed. | T organizes the groups and SS have to assign responsibilities among them.  SS will create a brochure according to the information required by the T.  SS will explore the links taken from the Webquest and also can explore other sources.  SS will create their brochures in a virtual way but for the next class they have to bring them in paper. |

**4. Materiales y recursos** (Describir los materiales que serán utilizados por usted y sus alumnos al igual que recursos tales como grabadora, video beam, computador, etc.)

los materiales y recursos que serán utilizados incluyen: video beam, computadores, tablets, parlantes.

**5. Evaluación** (Instrumentos o criterios para valorar el cumplimiento de los objetivos planteados para la clase)

This is how the brochure will be evaluated

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|  | **Beginning** | **Developing** | **Qualified** | **Exemplary** | **Score** |
| **1** | **2** | **3** | **4** |
| **Information** | The brochure includes few of the information required. | The brochure includes some of the information required. | The brochure includes all the information required. | The brochure includes extra information and interesting facts. |  |
| **General Presentation** | The brochure needs more organization, neatness and color. | The brochure is organized, but not attractive. | The brochure is attractive. It is well organized, neat, and colorful. | The brochure is very catching. it shows creativity, neatness, and color. |  |
| **Spelling and Grammar** | The brochure has many spelling or grammar mistakes. | The brochure has some spelling or grammar mistakes. It doesn´t include some of the next items: connectors of sequence, superlatives and the adjectives learned | The brochure is well written, only few spelling or grammar errors. It includes all of the next items: connectors of sequence, superlatives and the adjectives learned | The brochure is written without spelling or grammar errors.  It includes good use of connectors sequence, superlatives and the adjectives learned |  |