



FAMOUS PLACES AROUND THE WORLD

IMPLEMENTATION GUIDE

Age: Adults

Level: Elementary +

Time: 30 minutes (Introductory session) + 90 minutes (face-to-face class)

Key skills: Writing and Speaking

Student Learning Outcomes: (1) To be able to write a postcard about a famous monument or landmark. (2) To be able to introduce yourself and to ask for personal information to your classmates.

Materials: Students' computers, smartphones or tablets. Module 1 Flipped Classroom Worksheet (PDF)

INTRODUCTORY SESSION: FLIPPED CLASSROOM WORKSHEET

Procedure:

- Organize an introductory session to the course. It can be held online or face-to-face.
- Organize activities to support students' familiarization with the chosen virtual environment (for the forums), and time management and planning techniques to achieve the learning objectives of the course.
- Provide learners with the document "Module 1 Flipped Classroom Worksheet" and ask them to complete all the activities independently. Make sure students understand that before the first face-to-face class they should have completed all the activities in the Worksheet, posted to the forum and prepared the speaking task (the learning journal can be completed before or after the face-to-face class).
- Agree on the deadline to post to the forum, so that all the students can participate and read each other's posts. You will also need enough time to read each post and to reply to the forum before planning the face-to-face session (students' participation on the forum will give you important insights of their learning process and your lesson plan will be focused on students' actual learning needs).
- Explain to students that they will find in the Worksheet two assessment rubrics for them to know their expected outcomes in the forum and in class participation. They are not expected to fill out these rubrics, unless you want them to self-assess the learning outcomes.
- Have students sign a "Learning Agreement" in which they state that they have understood the learning sequence of the flipped classroom approach and share their schedule plan to complete homework before class.

SAMPLE LESSON PLAN FOR THE FACE-TO-FACE CLASS

Procedure:

- **Learning outcomes (2 minutes):** Ask learners to tell you the topic for today's class. Then, share learning outcomes.
- **Warmer (10 minutes):** Introduce yourself to the class. Display or write on the board your name, your age, your native language and your nationality. Learners refer to Step 3 on their Worksheets (Speaking Session) and match the questions they wrote with the information on the board.

Learners go to the board and write down the questions. Conduct whole-group feedback.

- **Transition (5 minutes):** Learners answer to the question: How do you spell your last name? Identify difficult letters and provide practice.
- **Speaking practice (25 minutes):** Distribute copies of Step 3 (Speaking Session) ID with blank spaces. In pairs, students ask each other questions to complete the information. They should not show their Worksheet answers to their peers. Provide useful language on the board, such as: Can you repeat that, please? Monitor learners' questions and answers and take notes to help you complete later the "Speaking task assessment" rubric.
- **Grammar clarification (15 minutes):** In groups of 3 learners compare their answers to the "Checkpoint" exercise in their Worksheets. If necessary, display or have them write on the board the conjugation of the verb to be in present tense (affirmative, negative and question forms).
- **Controlled practice (15 minutes):** Using the information from Exercise 1 in their Worksheets (What are the most famous landmarks or monuments in your continent?), students write on the board a false sentence about one monument or landmark. Provide an example and have them use the negative form of the verb "be" in simple present tense to correct the information. Encourage the use of contractions. Example: "*The Taj Mahal is in Australia*". Correction: "*The Taj Mahal isn't in Australia. It's in India*".
- **Forum sharing and feedback (15 minutes):** Handout printed copies of students' postcards with mistakes highlighted. Learners identify possible corrections. Tell them to make corrections using a different color and not to erase the mistakes to be better aware of their improvements. Conduct whole-group feedback with common errors.
- **Module self-assessment (3 minutes):** Learners self-assess the accomplishment of the module learning goals using a survey created in Google Forms (Example: <https://forms.gle/ALzF16PdJSnwG4FA9>)
- **Extension:** Students complete their reflective journal.

PLAN FOR ASSESSMENT

Procedure:

- **Worksheets and rubrics:** Collect students' Worksheets to provide feedback on exercises that have not been addressed in this class and to complete the assessment rubrics for students' forum and class participation.
- **Reflective journal:** Read students' reflections on their journal and provide some comments on it.
- **Self-assessment:** Review results from the module self-assessment survey and adjust the next lesson plan accordingly.