

LESSON PLAN THEME BASED LEARNING

Teacher's name: Paula Stefani Padilla Ramos

Institution's name: ASE Foundation

Course: A1-II (Adults)

Date: October 18th, 2025

1. Theme

“Food Around the World” : Describing eating habits and favorite dishes from different countries.

2. Objectives

Learning outcome: By the end of the class, students will be able to **describe eating habits and traditional dishes from different countries using the simple present tense and food-related vocabulary**, demonstrating understanding through oral interaction and a short written description.

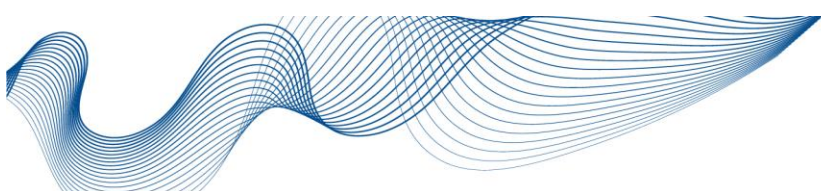
3. Activities

Warm up: (20 min)

Activity: “Guess the country!”

- The teacher shows pictures of typical foods (sushi, tacos, pizza, arepas).
- Students guess the country and share what they know about its food.
- Teacher Write key vocabulary on the board.

Canva presentation:



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Presentation of the main topic: (25 min)

The teacher presents **four countries and their typical dishes** (Colombia, Japan, Mexico, Italy) using the article “*Los mejores platos del mundo en 2024–2025*” (360Radio, 2024).

- Students identify **new vocabulary** and **say the ingredients in English** orally. Together, the class clarifies meanings and pronunciation.
- Introduces expressions with “**eat**,” “**like**,” “**usually**,” “**sometimes**.” (*In Japan, people usually eat rice and fish - In Colombia, we eat arepas for breakfast*)

Link page: <https://360radio.com.co/los-mejores-platos-del-mundo-en-2024-2025/169329/>

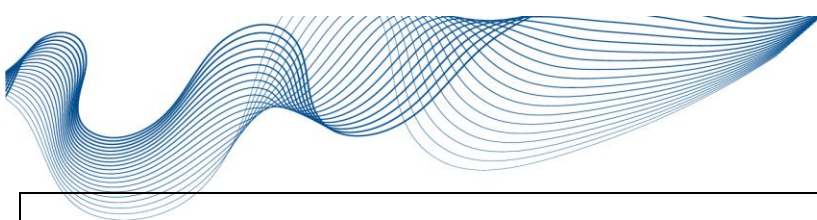
Practice: (45 min)

“My Country’s Dish”

Students choose a traditional dish and describe it orally and in writing using:

- ✓ *It is made with...*
 - ✓ *We usually eat it...*
 - ✓ *I like it because...*
- Pair work for speaking and teacher support.
 - Collect short written notes to check structure and vocabulary.

Application of the main topic in a real context: (60 min)



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Students design a **menu from a different country**. Include:

- ✓ Main dish
- ✓ Drink
- ✓ Dessert

- Write short descriptions using the present tense (*It is made with...* / *It has...* / *It costs...*).
- Present orally to the class (mini presentations).

Assessment and feedback: (20 min)

Teacher gives oral and written feedback on pronunciation, vocabulary, and sentence structure.

Students use a self-assessment checklist:

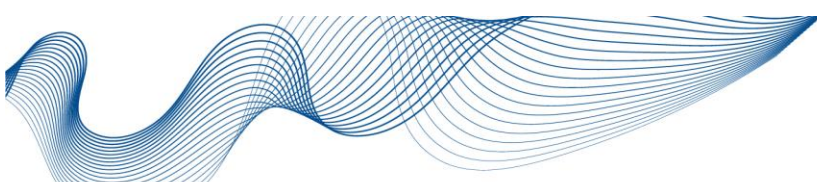
- I can describe food.
- I can talk about habits.
- I can use simple present sentences.

Follow up: (assign a homework that must be connected with the next topic) **(10 min)**

Assignment:

Write a short paragraph (6–8 sentences) about “*Typical food in my region*”, including:

- Ingredients
- When people eat it



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- Why they like it

4. Material / resources (Describe the material you will use)

Canva presentation for warm-up activity.

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360Radio. (2024). *Los mejores platos del mundo en 2024–2025*.

Retrieved from <https://360radio.com.co/los-mejores-platos-del-mundo-en-2024-2025/169329/>

- Printed pictures of typical dishes
- Flashcards
- Whiteboard
- Markers
- students' notebooks for written production.

Extra resources to check and understand how to plan a lesson using “theme-based learning”.

https://www.youtube.com/watch?app=desktop&v=tc2e6X6_FeE (parts of a theme-based instruction)

<https://www.youtube.com/watch?v=Pw1di4yjs3w> (theme-based instruction)

<https://www.youtube.com/watch?v=ZqGVbh6B018> (Theme-based lesson planning)

<https://www.youtube.com/watch?v=o7fImsOJx28&list=PL2sbh24qJ94oodS3eU7WJa7aCzC0yoDiQ&index=8> (theme-based instruction: lens perspective)