INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Author** |
| **Teacher´s name** | **Geimy Marcela Montenegro Tunjo** |
| **Email** | **geimymontenegro@hotmail.com** |
| **School** | **I.E.D. Instituto Nacional de Promoción Social** |

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
| **X** |  |  |  |

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| **Author’s remarks** |
| This lesson plan encourages students to be aware of the environment problems and reflect on how they can take action to reduce the carbon footprint by making some lifestyle changes. |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **11th.** | **2 HOURS** | 26 STUDENTS | 16 |
| **Area** | **English level** |
| Rural  | Urban X | A1  | A2 X | B1  |

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

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| **Topic** | Saving Planet Earth |
| **Module / Unit** | Module 4 Unit 3 Lesson 7 |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Expressing suggestions to reduce environmental problems. |  |  |
| **Principles / approach** | Topic-based approach |
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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to propose actions to reduce the carbon footprint. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …* use the correlative conjunctions either… or..., neither… nor…, both… or…, not only…but also…
* use vocabulary about environmental problems and give personal suggestions that contribute to reduce them.
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| **Materials needed** |
| **Picture cards**: global warming, pollution, depletion of resources, deforestation, ozone depletion, sea level rising, wildfires, droughts, tropical storms, food crops damages, diseases, animal extinction.**Board, video beam, notebooks, sheets of paper, markers.** |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up** | T needs to consult pictures about the environmental problems. These are available at: [https://www.vectorstock.com](https://www.vectorstock.com/)**Pelmanism or Concentration.**T. prepares 12 cards with pictures and 12 more with the corresponding words. The picture cards are made in red cardboard and the vocabulary are in blue cardboard.***Words*:** global warming, pollution, depletion of resources, deforestation, ozone depletion, sea level rising, wildfires, droughts, tropical storms, food crops damages, diseases, animal extinction.Ss are split up into four groups to play the game. T. puts all of these cards face down on the floor. By turns, one Student from each group picks up a picture card, saying what it is and then picks up a vocabulary card. If the student matches the pair, they keep them, if not they put the cards face down and a student from another group continues. The group with the most cards at the end wins. Finally, the cards are returned to the teacher to be showed in order to emphasise in the pronunciation. T says the word and SS repeat it. | 15 minutesT-SSGW |
| **Introduction:**Introducing language | T presents the learning goal for the lesson and shows a glossary box on the board.

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| **Glossary** |
| TonDamage:Run:Encourage:Carbon footprint:Cut down:Leftovers: Succeed:Well-meaning:Catch on: | ToneladaDañoDirigir, administrarAnimar Huella del carbonoReducirSobrasTener éxitoBien intencionado/aTener éxito |

Then, T presents the text “Canadian One-Tonne Challenge” on page 150. Ss are asked to work by pairs. Ss read the first paragraph from an article about the Canadian One-Tonne Challenge. Students think about the objective of the One-Tonne Challenge. Then each student shares his/her thinking with the partner. Then, T asks SS to share ideas with the whole class.While reading, teacher asks Ss to identify simple changes that people can do. Then, SS share their ideas with the class.At the end, whole class discusses if the One-Tonne Challenge would work in Colombia by answering the questions:* Do you think the One-Tonne Challenge would work in your country?
* Which of the suggestions in the One-Tonne Challenge would work for you?
* Which environmental problems previously seen could we reduce by following the suggestions in the One-Tonne Challenge?

T writes these prompts for SS to express their opinions:* *In my opinion… - In my view…*
* *I think… - For me, …*
* *It would work… - We could…*

Next, T asks all the class to lookat some sentences from the text and match them with a formulae chart projected on the board to understand the use of expressions: either…or…, neither… nor…, both… and…, not only…but also... (*Exercise 8 in the book)** ( \_\_\_\_\_ ) People were asked to get to work or school **either** on the bus **or** on the train.
1. X and Y
2. Not X. Not Y
3. X or Y. Not X and Y
4. Not just X. Y too.
* (\_\_\_\_\_) It’s good **both** for your health and the environment.
* (\_\_\_\_\_) People were encouraged to recycle their household waste better, **not only** plastics and containers **but also** food.
* (\_\_\_\_\_) **Neither** meat **nor** fish is particularly eco-friendly.

 T confirms understanding by asking: ***Which of these correlative words…**** + - *gives you a choice?*
		- *is related to an idea of surprise?*
		- *is not a choice?*
		- *is including?*

Other sentences are projected on the board and read by SS 1. *‘I want to visit* ***either*** *Ecuador* ***or*** *Peru.’*
2. ***‘Neither*** *Mike* ***nor*** *Alba passed the test.’*
3. *‘I’m inviting* ***both*** *Kim* ***and*** *your brother to the party.’*
4. *‘They ate everything in the fridge,* ***not only*** *the lasagna,* ***but*** *the burgers* ***too****!’ /‘They ate everything in the fridge,* ***not only*** *the lasagna,* ***but also*** *the burgers.’*

T clarifies doubts by asking next questions:*a. Does the speaker plan to visit one or two countries?**b. Did one, two or no students pass the test?**c. Are one, two or no people invited to the party?* *d. Which is more surprising: eating the lasagna or eating the burgers?* | 2 minutesT-SS15 minutesT-SSPWSS-SS5 minutes10 minutesWH10 minutesWH3 minutesT-SSWH10 minutesT-SSWH |
| **Practice:**Controlled practice | Ss get pairs again and they are asked to watch the exercise related to the topic “Carbon footprint” which is projected on the board. Ss are asked to do it on their notebooks by using the conjunctions above. During the activity, T supervises and supports the use of English by the students.**Carbon footprint**

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| Either… or… | Neither… nor…. | Both… and…. | not only...but also... |

\_\_\_\_\_\_\_\_\_ oil \_\_\_\_\_\_\_\_\_\_\_\_ coal are green sources of energy.People can \_\_\_\_\_\_\_\_\_\_\_ walk \_\_\_\_\_\_\_\_\_ ride their bikes to help the environment.My girlfriend wants to invite \_\_\_\_\_\_\_\_\_\_ her friends to her birthday party, but \_\_\_\_\_\_\_\_\_ her grandparents.Clean air is important \_\_\_\_\_\_\_\_ for animals \_\_\_\_\_\_\_\_\_ peopleT asks SS participate completing the gaps with the marker on the board. T checks answers with the whole class. | 15 minutesPWT-SS |
| **Production:**Freer practice | SS suggest three actions to contribute to reduce the carbon footprint at home and at school using the vocabulary and the expressions seen in class. T gives SS an example:* Use neither aerosol hairsprays nor deodorant in spray.

SS, do some mini posters with their contributions to reduce the carbon footprint and present them to the class in sheets of paper given by the teacher. | 20 minutesPW10 minutesSS-SS |
| **Wrap-up** | Ss assess their performance in the lesson by using an ***exit slip***. T. gives each S a piece of paper and then, he/she asks SS to write:1. An important thing they learned in class.
2. Say why that learning activity was useful for them.

T collects the exit slips and takes them as useful information to plan next lesson | 5 minutesIND |

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| **Implementation alternatives** |
| This lesson plan was created for students who live in a small municipality of Cundinamarca. Mostly of them live in the urban area but study in the rural zone. – In Villeta, there are a lot of people who don’t care the environment, they throw garbage away on the floor and in the rivers, they don’t choose eco-friendly products, they don’t recycle, etc. This lesson plan can be adapted by other teachers.Regarding their context, T could choose from these options:* Make reference to water sources contaminated / air pollution or other environmental problems in the region where students live in.
* Choose a reading text about the environmental problems that affect their community.

Regarding the content, T could…* Adapt the lesson to teach grammar in context (Conditionals) or (cause and effect)

Regarding the classroom management, T could choose these options:* T can use a clap or a word as an attention routine.
* At beginning the lesson, T can establish a code of behaviour to reduce the noise level like raising the hand for participation.
* As a settler activity, in the warm up, T can use a Pictionary game related to the vocabulary about environmental problems.
* For the classroom layout, tables can be placed in a horseshoe to facilitate the board work and the speaking activities.
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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Environment | Reading | Correlative conjunctions  | Environmental problems | 11th. |