INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

|  |  |
| --- | --- |
| **Author** | |
| **Teacher´s name** | Oscar Javier López |
| **Email** | **oskinchir@yahoo.com** |
| **School** | **ITC Hernando Navia Varón** |

*Select the type of plan*

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
| **x** |  |  |  |

*Write a few lines about the usefulness of this plan for the Colombian English teachers*

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

|  |
| --- |
| **Author’s remarks** |
| This lesson plan was based on the textbook Way to Go 8 allowing teachers to use it as a resource in their classes. On the other hand, it does not dependent on it, as activities are well explained and can be adapted at schools that don’t have it. The lesson is part of the unit 1 and it’s about things people would like to do to reduce the impact of human actions polluting the environment. |

*Complete with the information about your students*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **8** | **90 minutes** | 35 | | 13 | |
| **Area** | | **English level** | | | |
| Rural | Urban x | A1 x | A2 | | B1 |

*Select the curricular axe or focus*

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

*Complete with information about the content and methodological approach of the plan*

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | Things you would like to do to reduce the impact of human actions polluting the environment. | | |
| **Module / Unit** | Unit 1 Environmental concerns | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Express opinions about human actions. | Speaking, writing | Deforestation, illegal mining, fumes production, pollution. |
| **Principles / approach** | Communicative approach | | |

*In “Aim”, state what the learning goal is, in other words, what you want your students to achieve by the end of the session.*

*In “Subsidiary aims”, relate the language skills (communicative and linguistic) students need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centred, specific, measurable, achievable, realistic, and action oriented.*

|  |  |
| --- | --- |
| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to …  Describe human actions that affect the environment. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Propose ways to help diminishing pollution impact. * Understand short and clear messages related to environmental problems. |

*List all the materials needed for this plan. Please, do not include any picture or photograph.*

|  |
| --- |
| **Materials needed** |
| Projector, PowerPoint presentation.  Book Way to go 8 <http://aprende.colombiaaprende.edu.co/es/node/94010> (only for guidance). |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and students do at each stage of the session.*

*Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.*

*Use these conventions: T= teacher S= students Ss= students*

|  |  |  |
| --- | --- | --- |
| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | Previous knowledge activation of vocabulary associated with environmental concerns: for this matter, T displays pictures showing human actions (deforestation, illegal mining, fumes production) together with **wrong sentences** that Ss have to correct in the meantime:  *Factories produces fumes.*  *Deforestation destroy animal habitats.*  *Illegal mining companies uses chemicals that affect the quality of water.* | 10 min  Individual |
| *Assessment: T checks ss previous knowledge.* |
| **Introduction:**  Introducing language | In groups of five, Ss get an environmental problem assigned. The problems are: *air pollution, water pollution, soil pollution, deforestation and illegal mining*. Also, T presents certain consequences of those human actions: *extinction of species, bad working conditions, bad living conditions*. Each student of the group has to mention one consequence of the concern. They have ten minutes to practice or to look for a different option on their cell phones. | 20 min  Group work |
| *Assessment: T checks on ss work and helps them with vocabulary.* |
| **Practice:**  Controlled practice | Ss write a sentence about human actions related to their problem, for instance: *people cut down trees, factories dump waste*. T presents a slide with some basic vocabulary including actions and subjects. Ss are encouraged to use their cell phones and look for new actions. | 15 min  Group work |
| *Assessment: T pays attention to the structures used by ss in case they need to be corrected.* |
| **Production:**  Freer practice | In this stage, T presents some human actions that can reduce the impact of those environmental issues: *talk to friends and family, participate in demonstrations, plant trees, recycle, use the bicycle more frequently, pick up rubbish at school, share info on social media.* T asks ss: “what do you do to help?” | 20 min  Individual |
| *Assessment: T checks individual comprehension of the topic, and oral production.* |
| **Wrap-up** | In the last part, T introduces the expressions, “I would like” and “I wouldn’t like.” Ss are asked to mention one thing they are willing to do and one they aren’t. It has to be related to the problem the group was assigned. T models the vocabulary and each student has to participate. Ss are given 10 min to prepare their sentences. | 15 min  Individual work  10 min  Individual work |
| *Assessment: Exit ticket: At the end of the class, ss* have to write one thing they learned and one thing that they found out to be difficult. And one thing they liked and one they didn’t like that much. |

*List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.*

|  |
| --- |
| **Implementation alternatives** |
| I adapted this class from the book Way to go 8 from page 10 to 13.  I created a PowerPoint presentation for this lesson, but if you don’t have a projector or TV to present the slides with the information, you can show images and explain orally, or create a poster to show on the different stages of the lesson. |

*Write the key word for each category based on the content of this plan. For example:*

*Topic: environment Skill: reading Linguistic: should Vocabulary: animals, environment*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Environmental issues** | Writing  Speaking | Would | Environmental problems. | 8th |

ss