



Convenio 00028 de 2019  
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS  
ELT PLAN TEMPLATE

*Complete with the information about you*

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*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 plan is helpful because it uses information contained in the book Way to Go (7 <sup>th</sup> ). Moreover, it provides information in context which is beneficial for students in that it is meaningful and can be used beyond the classroom. As an example, it talks about the environment, which is easy to apply in our classrooms, homes, town, etc.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age	
7 <sup>th</sup>	90 minutes	36	12-15	
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	What are we doing to our world?
Module / Unit	Module 3/ Unit 2 / Lesson 3



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Language focus	Language Function	Language skills	Vocabulary
	Talk about environmental conservation	Reading -Writing	Environmental conservation and Natural resources
Principles / approach		Task-Based Learning	

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	
<b>Aim</b>	By the end of this <u>lesson</u> , students will be able to express orally ideas in activities for environmental conservation in the community.
<b>Subsidiary aims</b>	By the end of this <u>lesson</u> , students will be able... to express, orally and written, strong recommendations and suggestions. to avoid environmental problems. to exchange information about expressions related to the conservation of the environment. to discuss orally environmental issues. to consolidate students’ range of vocabulary about the environment.

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

Materials needed
Scramble words (Conservation, Natural resources, River, Pollution, Solid waste, Deforestation, Loss of biodiversity, Plastic bags, , Animals, Soil erosion) Plickers code image (if necessary) Board, markers, students’ notebooks, pencils. Tv or projector to work on Plickers or Power point Pc Way to Go (book)

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.



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*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
<p><b>Warm up:</b> Ice-breaker</p>	<p>Teacher (T) shows students (Ss) some scrambled words on the board related to vocabulary of the environment:            NCOSNVRATIOE (Conservation), ANAURLT RROEUCESS (Natural resources), VRIRE (River), LOLTIOUNP (Pollution), DSLIO TWSAE (Solid waste), DFEOESOTARTIN (Deforestation), LSOS FO EBIDOVYRITS (Loss of biodiversity), PSLAICT GABS (Plastic bags), NAIAMLS (Animals), SOEILSRION (Soil erosion)</p> <p>Ss have one (1) minute to organize every word in the correctly. They have to write them down in their notebooks and the first S to find the word is going to raise his/her hand and say it aloud.</p> <p>Then, when time is over, T gives Ss another 3 minutes to check the words and the meaning, if possible, with a partner.</p> <hr/> <ul style="list-style-type: none"> <li>● <i>Assessment:</i> Apply the traffic light cards to check for Ss' understanding. Also, T checks the correct words with Ss and their meaning. This could be done in English or Spanish.</li> </ul>	<p>Individual 10 mins</p> <p>TW 3 mins</p> <p>TS 2 mins</p>
<p><b>Introduction:</b> Introducing language Vocabulary Building</p>	<p>For the development of this stage, it is important for the teacher to create an account in the application Plicker. You can take a look at the link to see how it works  <a href="https://www.youtube.com/watch?v=DfUB05xiIGM">https://www.youtube.com/watch?v=DfUB05xiIGM</a>  <i>(if it is difficult to work with plickers, It could be done by a power point presentation with some of the words presented in the lexical content)</i></p>	



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	<p>Before the class starts, T should print the Plicker codes -which is similar to a QR code- to give one to every student. (see the image of the code in Google drive link) (appendix 1) Using the APP called Plickers</p> <p>T explains Ss how the game is about. Teacher (T) shows students (Ss), in a projector or screen for 20 seconds, an image about environment with four (4) possible answers. In total, 10 images are shown. After time is over, Ss try to identify the correct name, which correspond to the image. Every Ss holds up the cards while the teacher scans the room with a device -cellphone, tablet, etc (13 mins). After all the answers are scanned, the correct one is projected; also extra information is given, like how many right and wrong answers are chosen.</p>	<p>T 1 minute</p> <p>Individual 2 minutes</p> <p>TS 13 minutes</p> <p>PW 2 minutes</p>
<p><b>Practice:</b> Controlled practice While-doing</p>	<p>Since most of the important vocabulary words about the environment is covered and Ss are familiarized with them, T gives Ss a photocopy from the book Way to Go 7th grade (page 106).</p> <p>For the first activity Ss have to look at a word bank with some vocabulary (climate change, loss of biodiversity, pollution, water scarcity, deforestation, soil erosion), and read the word already mentioned. Then, they have to read a definition (form 1 to 6) on the right side of the paper and match them with the words in the word bank. T gives 3 mins to Ss to read the information briefly.</p> <p>T asks 6 Ss to read aloud and carefully and try to match the definitions with the correct word. Then, another S has to say if the match is right or wrong. (1 minute for every lecture)</p> <p>For activity two from the book (page 106), Ss are going to make groups of 4. They need to read and answer some questions about the previously presented environment vocabulary problems and their own lives. For instance, Have you ever experienced any of these problems? Have you heard about them? What did you hear? Have you ever thought about how we can prevent them? How can you help?</p> <p>T gives Ss two minutes to read the questions.</p>	<p>Individual 3 mins</p> <p>GW 6 mins</p> <p>GW 6 mins</p>



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	<p><b>Assessment:</b> Apply the traffic light cards to check for Ss' understanding. T provides all the possible tools for Ss to make this activity; for example: dictionaries, asking questions to the T, etc. T must monitor and prompt Ss for the successful development of the task.</p>	
<p><b>Production:</b> Freer practice Post-?</p>	<p>After time is over, T asks them to write the answers on their notebooks, following an example from the book: "I have experienced climate Change! When I was younger, the temperature in summer was cooler. But now summers here and it is very, very hot!". In addition, answering question 3, Ss should write one advice using modal verbs to prevent these environmental problems (people shouldn't waste water while brushing teeth).</p>	<p>GW 20 mins</p>
	<p><b>Assessment: Feedback sandwich:</b> students are working in groups of 4 people and when they finish writing their answers they will socialize them in the groups and will receive two positive comments on them and one thing they could improve.</p>	
<p><b>Wrap-up</b></p>	<p>Finally, T asks Ss what they learnt (can be a word, environmental advice, or any important thing for them)</p>	<p>TW 10 minutes</p>
	<p><b>Assessment: Three things</b></p> <ol style="list-style-type: none"> <li>1. One thing they knew and reinforced in this lesson</li> <li>2. One thing they learned from this lesson</li> <li>3. One thing they would like to practice more about the content of this lesson</li> </ol>	<p>T 2 minutes</p>

*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**

- Group activities are done for those students who are not confident about working alone.
- Big images projected for those who may have visual problems.
- Be enthusiastic and motivating so your Ss will engage easily in your activities.
- Use group work assessment strategies so Ss can feel at ease when checking their work.
- Praise your students for their work. If a student does not do his/her work correctly, motivate him/her to do it for extra class work.



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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
Environment	Reading- Writing	Present perfect Modal verbs	Conservation, protect, preserve, avoid, save, animals, river/land, plants Natural resources, Global warming, town, school, solid waste, climate change, loss of biodiversity, pollution, water scarcity, deforestation, soil erosion.	7 <sup>th</sup>