INSPIRING TEACHERS

ELT PLAN TEMPLATE

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

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| **Author’s remarks** |
| This plan gives the students the chance to talk about the problems related to environment. It also gives you a valuable opportunity to teach new vocabulary while practicing the four communicative skills involved in a very interesting topic of study: “Saving planet Earth”. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **11** | **120 min** | 35 | | 15-18 | |
| **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** | Saving planet Earth MODULE 4 UNIT 2 pages 145- 147 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Expressing own ideas about environmental problems.  Suggesting friendly environmental actions to take care of the planet from pollution. |  |  |
| **Principles / approach** | Topic Based Approach | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to talk about possible solutions to save our planet from pollution. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * To express his/her own ideas through the use of some vocabulary related to environment * To suggest environmentally friendly procedures by using imperatives. |
| **Materials needed** | |
| **Textbook**: English, Please 3!  **Classroom materials**: notebook, markers, whiteboard.  **Equipment:** Video, TV and computer. | |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Ice breaker** | **Note:** For this lesson T needs to ask students to bring cardboard, different packages of food to class, markers, scissors glue and old magazines.  **Pictionary:** T asks SS to split into 4 groups. A person form each group is going to draw for his group a mysterious word so the others guess. The group that guesses the words first wins the game.  Words: *Cars, mobile phones, fertiliser, batteries, paper, plastic bags.* | 5 minutes  SS-SS  Group work |
| **Lead in** | Students open the book on page 144 and check the pictures. T asks SS to say how are those objects related and SS start doing the second activity on the notebook: Complete a chart with the benefits and problems of each one of the inventions seen in the Ice-breaker activity. SS answer the questions in exercise 3 about the inventions and share them with the class.  T. tell the class that they are going to watch a watch a video about the life time of a plastic bag. SS are asked to work on the activity in **appendix 1** while watching the video.  <https://www.youtube.com/watch?v=pj5F2TD8nsA>  ***Answer key:*** 2 - 9 - 5 - 7 -1 - 8 - 3 - 6 - 4  Once SS have seen the video, T checks the activity with the class. Then, SS are encouraged to share their opinions about the topic using these prompts written on the board:   * *In my opinion…* * *I think that…* * *From my point of view…* * *I consider…*   After watching the video, SS answer on the notebook 2 questions on exercise 4 from the book.   * *What do you use plastic bags for?* * *Where do plastic bags go after you use them?* | 10 minutes  SS-SS  Group work  10 minutes  Individual work  10 minutes  T-Ss  5 mins  Individual work |
| **Pre-reading** | Before working on the reading proposed on page 145, SS and T shows Ss the pictures of the text on the interactive book and predict meaning from them and the titles. (As proposed on the reading tip) | 5 min  Pair work |
| **While-reading** | **Guessing meaning from context**  SS are asked to work individually to read the text paying attention to the words in bold. They need to write them on the notebook to do a glossary. They can only write their own ideas; they cannot use dictionaries or translators.  Next, SS are asked to work in pairs. They take turns to read the paragraphs and check together the meaning of the words in bold. Then, T checks the glossary with the class and does a drilling activity repeating the pronunciation of those words. Finally, T makes reference about the reading tip related to guessing meaning from the context as a useful reading technique.  **Identify main ideas**  T assigns each paragraph to a line of students. They have to read it and find the main ideas about it. Then, each line gets together and a representative explains the main idea of their paragraph to the class to answer the question: *What are the dangers of plastic?* | 5 minutes  SS individually  10 minutes  SS individually  10 minutes  SS individually  Group work  T-SS |
| **Post-reading** | T. writes in the board the question at the end of the article: **What can you do to help?**  T. asks SS to work in groups of three people to propose a solution to the problem about the dangers plastic bags. They have to create a mini-poster with the materials they brought to share with the community.  T. gives SS some language samples they can use to create their posters:   * *Take your grocery bags to the supermarket* * *Don’t buy bottled water. Carry your own bottle and refill it.*   T. monitors SS’ work and provides any necessary help.  Once SS finish their mini-posters, they present them to the class. Then, SS are invited to put their posters on a wall on the corridor for people in the school to get informed about this topic. | 20 minutes  Group work  20 minutes  SS- SS |
| **Assessment** | SS are asked to think about their performance in the lesson today. They have to think about this:   1. I did very well! 2. I had some difficulties 3. I need to continue working on this topic   Then, T asks SS to stand up, close their eyes and answer the question showing their fingers: 1,2, 3 according to their previous answers. T. can use this information as feedback to plan next lesson. | 10 minutes  Individual work |

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| **Implementation alternatives** |
| This class has been designed for a class in an urban school branch in which students are already familiarized with the environmental matter because the school motto is the care of environment.  If you are in a rural area, check if students know about these problems and you can compare how they are faced in the countryside to how they are managed in the book. You can include a video explaining a little more the different environmental problems discussed in the lesson. For giving solutions, T can talk about the different ways as people store, carry on and reuse things.  If you do not have access to a video, you can have students brainstorm about all dangers from plastic they know about and then, you can give complementary information about this matter. You could also use some printed pictures to illustrate the topic to students. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Dangers of plastic** | Reading  Speaking | imperatives | Environment | Eleventh |

**Appendix 1**

**Watch the video and number the steps in the life of a plastic bag.**

(\_\_\_\_\_) People use bags in supermarkets

(\_\_\_\_\_) The baby turtle gets trapped in a plastic bag.

(\_\_\_\_\_) The bag monster escapes from the landfill and damage people and animals

(\_\_\_\_\_) The turtle dances and live happy in the ocean

(\_\_1\_\_) The plastic bags are produced in the factory

(\_\_\_\_\_) The bag monster kills the turtle

(\_\_\_\_\_) People put bags in the garbage

(\_\_\_\_\_) The bag monster runs to the ocean

(\_\_\_\_\_) The bag monster is taken to the landfill

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