INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This lesson plan gives the students a chance to make self-conscious about the importance of taking care of the environment through identifying the main actions that people can do for it. Also, the students could share their ideas in a communicative way. |

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6** | **55 minutes** | 30-35 | | 11-13 | |
| **Area** | | **English level** | | | |
| Rural | Urban x | A1 x | A2 | | 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** | Environment | | |
| **Module / Unit** | Module 3- Unit 1- Sustainability Education | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Giving opinions | Communicative | Environment/actions |
| **Principles / approach** | Communicative Approach | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to exchange information about homes and actions to take care of the environment. |
| **Subsidiary aims** | By the end of this lesson, students will be able to   * ask and answer questions about some actions to take care of the environment. * Know more about the environment as an important part of their lives. |

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| **Materials needed** |
| * **Ss book WAY TO GO 6th** * **Appendix 1 (survey)** |

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| **Stage** | **Procedure** | **Time and interaction** |
| Warm up | Ss match pictures to the actions. (per groups-depending on the number of students that there are in the class) (vocabulary from WAY TO GO STUDENT BOOK-page 93)   * Separate the rubbish * Use energy-saving light bulbs * Turn off the tap. * Collect rainwater * Walk or use your bike * Turn off the lights * Use paper bags   T asks Ss what actions they do to help the environment. (using the previous vocabulary). | SS-SS  T-SS  10 minutes |
| *Assessment:* The teacher provides feedback by listening to some definitions and give comments |
| Introducing language | Ss work in pairs and open books on page 93, ex. 1. Then, page 95, ex 5. (to extend vocabulary)   * Use solar panels * Have vegetable gardens   Ss work in pair and compare their individual answers of the exercise. | SS-SS  5 minutes |
| *Assessment:* The teacher provides feedback by asking some students to share their opinions aloud |
| Controlled practice | T asks Ss to go the Page 96, ex. 1 and 2  Ss ask other students about actions to help the environment. (Appendix 1-survey with 8 questions)  T decides how many students are polled.  **APPENDIX 1**  **SURVEY QUESTIONS**  1. Do you recycle?  2. Do you turn off the tap when don´t need the water?  3. Do you collect rainwater?  4. Do you walk to school?  5. Do you ride a bike?  6. Do you have a vegetable garden?  7. Do you use paper bags?  8. Do you use energy-saving light bulbs? | SS-SS  15 minutes  Group work |
| *Assessment:* Group assessment. teacher asks students to share their answers to the rest of the group and teacher gives feedback. |
| Freer practice | Then, Ss make a graphic bar according to the survey results  The graphic bar helps Ss to understand better the content as well as creating new ideas of the exercise.  Ss write the ideas according to the survey graphic bar.  EXAMPLE:  *- 5 Students recycle*  *- 2 students have a vegetable garden* | SS-SS/T  Individual work  15 minutes |
| *Assessment:* Individual Assessment.  Teacher says students to answer orally their answers related to the vocabulary |
| Assessment | Ss share their final activity to the class (survey results poster) volunteers.  Ss pass in front of the class voluntarily and the rest of the class ask question about their presentations. | SS-SS/T  10 minutes |
| *Assessment:* T checks written works |

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| **Implementation alternatives** |
| Other ideas to help the environment might be proposed depending on the educational context/needs.  For example: Instead of printing material/books, students might draw and write in pieces of paper for the matching activity. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Environment** | Speaking | Present simple | Environment  Actions to protect the environment | 6th |