



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 will allow teachers to talk to the students on the role of language (positive and negative) in the construction of peace in the community. Reinforce vocabulary, mechanize structures and evaluate students' progress in relation to the topic and their feelings about the activities and techniques developed.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
8 th grade	3 hours	40	15
Area		English level	
Rural	Urban x	A1 x	A2 B1

Select the curricular axe or focus

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

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

Topic	Making peace through Word Actions
Module / Unit	Module 3-Unit 3-lesson 1, page 110 - Way to Go Book 8°



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Language focus	Language Function	Language skills	Vocabulary
	Give and ask for information about peace in the world	Speaking and listening	Peace making Love, social injustice, charity
Principles / approach	Noticing approach		

Learning objectives	
Aim	By the end of this lesson, students will be able to exchange information with others regarding charity, forgiveness and peace-making
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to... <ul style="list-style-type: none"> • Express conditions and justify points of view • Understand and express facts and opinions • Describe their future plans

Materials needed
Way to Go Book, workbook: http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/waytogo/Libros%20DF/Grado%208/Way%20to%20Go%20Workbook%208.pdf Flash cards about human actions, digital board, dictionaries, markers, paper, folders.

Stage	Procedure	Time and Patterns of interaction
Warm up: Ice-breaker	<p>T asks Ss to discuss the title of the lesson “Let’s Make a Fairer World”</p> <p>T asks Ss the name of charity organizations and information about them that they know.</p> <p>Ss read, complete the information with expressions in the box and match the photos with the charities.</p> <p>Ss check their answers in pairs and they finally identify Facts about social injustice in each message.</p> <p>Assessment: Traffic lights strategy (Red, green and yellow flash cards)</p> <p>This is used to verify the degree of understanding of the students and to know their feelings in relation to the knowledge learned.</p> <p>The S answer the question.</p> <p>Can you identify facts about social injustice your context?</p> <p>T explains to students that green would mean that you are already doing this or easy to get here, yellow means that it is doable but will take some work, and red means that you have much work to do here.</p>	<p>10 minutes</p> <p>T-SS</p> <p>SS-SS</p>



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<p>Presentation</p>	<p>Pair work: in pairs, T encourages ss to complete the following sentences by writing the answers on their notebooks:</p> <p>1- If we don't help charity houses, 2- if we usually visit orphans, ... 3- if we collect food for the elderly centres, 4- if we become part of charity organizations, ... 5- if we don't mind about people who need our help,</p> <p>Once ss complete the sentences, T encourages them all to share their answers with the class.</p> <p>Assessment: Two stars and a wish Students identify two positive aspects of the work of a peer and then express a wish about what the peer might do next time in order to improve another aspect of the work. 'I want to give you a star for express condition and a star for express future plans. I wish that you improve in the use of the structure of simple present and simple future tense.</p>	<p>20 minutes</p> <p>Ss – ss</p>
<p>Practice</p>	<p>In order to make sure ss discover the use of the first conditional, Ss work in small groups and T gives them the first clause of five conditional sentences starting with if... (If you don't feed your dog... If you don't do your homework...) Groups complete the sentences with possible results in the future. Ss match the first part of some sentences with the endings and compare their answers in pair. In order to reinforce the correct use of the grammar topic, T plays the following video named First Conditional in songs: https://www.youtube.com/watch?v=SC8hSPY9YPY</p> <p>Assessment: Cubing: S working in groups move through the topics one by one and answer the question or follow the instructions If you win the lottery ... If you have a magic wand ... Make a sentence in simple present tense Make a sentence in simple future tense If you are the president of your country ... Make a sentence in first conditional</p>	<p>20 minutes</p> <p>T- SS</p>
<p>Production</p>	<p>Ss read Charities' web pages, complete the sentences with the donations each charity needs. In pair, Ss think of possible consequences if people don't support each charity in exercise 2 (page 111 of student book), using the words in the Word Bank. Ss take turns to express and support their opinions in front of the class. Finally, ss will create an acronym with the word CHARITY (T previously designed a big poster with cardboard and the word charity in different colours) and in groups of 5 they will think of words related to helping using all the letters of the word charity.</p>	<p>20 minutes</p> <p>SS-SS</p> <p>Group work</p>



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	<p>The answers will be shared with all the class and ss oral production will be assessed following the rubric attached.</p>	
	<p>Assessment: three things <i>T ask S two things they have learned and a thing they have to improve.</i> <i>Ss say...</i> <i>I can express...</i> <i>I I can make ...</i> <i>I need to improve...</i></p>	
Wrap-up	<p>Listening. Track 53 (part of a talk at a conference)</p> <p>Ss read the quotation from the Dalai Lama (spiritual Leader of Tibetan Buddhism). T checks that Ss understand the meaning of compassion. Based on the quote, Ss predict what the listening activity will be about. T reads the rubric and the ideas before listening. T plays the audio; Students listen and check the ideas mentioned. Ss discuss the quotation from the Dalai Lama in pairs. T helps to shape the discussion, and asks; Do you agree with that quote? What is happiness for the Dalai Lama? It that real happiness? T focuses attention on the example and elicits ways to complete the conditional sentences.</p> <p>Assessment: Learning Logs.</p> <p>At the end of the lesson, SS respond three of the following prompts to express their feeling about activities and teachings</p> <ul style="list-style-type: none"> • Today I learned . . . • I was surprised by . . . • The most useful thing I will take from this lesson is . . . • I was interested in . . . • What I liked most about this lesson was . . . • One thing I'm not sure about is . . . • The main thing I want to find out more about is . . . • After this session, I feel . . . 	T – Ss 15 minutes

Implementation alternatives



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If you are a teacher that you consider students are the most important part of your work, you need to care about their personal growth, so having an account and context is relevant, because they will learn with joy and more disposition everything you want to teach them. Taking into account the needs, expectations and dreams of boys and girls will make them feel important actors in the teaching-learning process.
This lesson plan can be adapted according to the context in which your students develop and the objective of it, so that they can freely express their opinions, conditions, points of view and future plans

Key words				
topic	Skill	linguistic	vocabulary	grade
Construction of Citizenship Democracy / Teenagers Making peace through Words and Actions	Reading- speaking Listening	Simple present and simple future tense First conditional	Adjectives describing positive and negatives characteristics. Nouns(values). vocabulary related to charity, forgiveness and peace making. Expression to respond to opinions and situations	8 th

Rubric assess the communicative competence during the Production stage.

CRITERIA	Proficient <i>15 Points</i>	Emerging <i>12 Points</i>	Beginning <i>3 Points</i>
Use of correct grammar	students show appropriation of the verbal structures used in the first conditional and to apply them in the construction of sentences to express condition and future plans	Students show a fair use of the verbal structures used in the first conditional and to apply them in the construction of sentences to express condition and future plans	Students need to improve the use of the verbal structures used in the first conditional and to apply them in the construction of sentences to express condition and future plans



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Vocabulary	Students use appropriate words to express condition and future plans with facts related with their personal experience	Students show a fair use of vocabulary related with their personal experience to express condition and future plans	Students use few words related with their personal experience to express condition and future plans
Pronunciation	Students speak clear and use correct intonation during their interaction.	Students sometimes speak clear and use correct intonation during their interaction.	Students hardly ever use correct intonation during their interaction