



La educación  
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Mineducación



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*

Author	
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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 useful to motivate students to participate in the construction of a better future with positive ideas showing their dreams about how to make a world in peace.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age
8 <sup>th</sup>	2 hours 30 minutes	30	12 - 14
Area		English level	
Rural	Urban X	A1	A2 X 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	Will there be peace in the future?		
Module / Unit	Module 3. democracy and peace		
Language focus	Language Function	Language skills	Vocabulary



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	Making predictions about future actions	Reading Speaking Listening	
<b>Principles / approach</b>	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	
<b>Aim</b>	By the end of this <u>lesson</u> , students will be able to recognize their responsibilities in the construction of peace in the community.
<b>Subsidiary aims</b>	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> <li>Express dreams and future plans using future tense.</li> <li>Exchange information on topics of general interest through role-plays.</li> </ul>

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

Materials needed
Markers, board, notebooks, photocopies

*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
<b>Warm up</b> Answer surprising questions	Previously, T prepares some questions using the future 'will'. <ul style="list-style-type: none"> <li>What will you do when you finish school?</li> <li>What will you do to keep the planet safe?</li> <li>Will you help to promote peace in your community? Yes, how? No, Why?</li> <li>Where will you be in 5 years? Why? What will you do there?</li> <li>What will you do to achieve your dreams?</li> <li>What will you do to help the people around be better?</li> <li>How will the world change with your help?</li> </ul>	15 minutes  T-SS SS-T



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	<p>T puts papers with the questions in a bag and invites SS to play 'hot potato'. For this, T asks a volunteer to say several times 'hot potato' as fast as possible while the class passed around the bag with the questions. When the Ss stops, the Ss who holds the bag has to pick up a question from the bag and answer it orally.</p> <p>T pays attention to vocabulary and grammar use.</p>	
<p><b>Presentation</b></p> <p>Reading about world peace in the future</p>	<p>T asks SS to make groups of 4. T gives each group a piece of a text for them to read and identify the vocabulary and sentences using 'will' (<a href="#">Appendix 1</a>).</p> <p>T asks SS to choose a volunteer from each group who has to visit the other groups and share the information read. T monitors SS' work.</p>	<p>30 minutes</p> <p>Group work</p>
<p><b>Practice</b></p> <p>Discussing with your ideas about the topic</p>	<p>All the groups put each piece of the reading in order. They analyse the content of the text by participating in a discussion T begins by asking: "Will the world truly be a peaceful place in the future?"</p> <p>SS give their ideas about the text to answer the question. Later, SS write some conclusions of the discussion in their notebooks using the future 'Will'</p>	<p>25 minutes</p> <p>T-SS</p> <p>SS-SS</p>
<p><b>Production</b></p> <p>Role-play "Giving future news"</p>	<p>Now, in groups of three, SS prepare a role-play called "giving news". For this, T asks Ss in each group to assume some roles: one the news presenter; another the reporter and the third the interviewed. Also, they have to make up news related to the topic 'World peace in the future: What will you do to achieve it?' and design questions and answers like the ones presented at the beginning of this lesson using 'will'.</p> <p>T asks each group to present their news to the class.</p> <p><b>Assessment:</b> T uses a rubric to assess the role-play (<a href="#">Appendix 2</a>)</p>	<p>45 minutes</p> <p>Group work</p>
<p><b>Wrap-up</b></p>	<p><b>Self- assessment technique: Three things:</b> Each SS writes the answers for the following questions on a piece of paper:</p> <ol style="list-style-type: none"> <li>1. What was easy for you?</li> <li>2. What was difficult for you to do?</li> <li>3. What will you do differently next time?</li> </ol> <p>T collects the papers and reads and analyses the information for future lesson planning.</p>	<p>5 minutes</p> <p>Individual work</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**



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If this topic is not of your students' interest, try looking for alternatives like predicting the future (fortune teller), or creating a horoscope in which you have the students practice the uses of 'Will'

Make group works taking into account your students' preferences.

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
Will there be peace in the future?	Reading Speaking listening	Future simple 'will'	Expressions for the future Expressions to argue and support points of view	8 <sup>th</sup>

## APPENDIX SECTION

### Appendix 1. Reading about the future

Suggested reading <https://www.wired.co.uk/article/world-peace-in-2050>

### Appendix 2. Rubric for role play (designed by the teacher)

Criteria	Low performance (1.0 – 2.9)	Basic performance (3.0 – 3.9)	High performance (4.0 – 4.5)	Superior performance (4.6 – 5.0)
<b>Pronunciation and intonation</b>	Pronounces with little clarity and has difficulty in modulating words.	Is able to pronounce and model words.	Is capable of Pronouncing and modulating words well.	Is capable of pronouncing and modulating words correctly.
<b>Questions</b>	Chooses questions that were not appropriate for the subject of the survey	Chooses few questions related to the subject of the survey and drafted them but had	Chooses questions related to the subject of the survey and drafted them applying	Chooses appropriate questions for the subject of the survey and drafted them correctly,



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	and drafted them without considering the grammar rules studied up to date.	problems in applying the grammar rules studied up to date.	the grammar rules studied up to date.	applying the grammar rules studied up to date.
<b>Vocabulary</b>	Barely uses vocabulary related to the subject seen in class.	Uses part of the vocabulary related to the subject seen in class.	Uses vocabulary related to the subject seen in class.	Uses excellent vocabulary related to the subject seen in class.
<b>Group organization</b>	The group's Disorganized work is evident.	There is organized work by the group although with some flaws.	There is organized work by the group.	The group's organized work is broadly evident.