INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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*Select the type of plan*

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
| **x** |  |  |  |

*Write a few lines about the usefulness of this plan for the Colombian English Ts*

Example: This lesson plan gives the Ss a chance to know about you, their new T, and it also gives you a valuable opportunity to assess your Ss' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

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| **Author’s remarks** |
| This lesson plan was based on the textbook Way to Go 8, allowing teachers to use it as a resource in their classes. On the other hand, it does not dependent on it, as activities are well explained and can be adapted at schools that don’t have it. The lesson is part of the unit 1 and it’s about those environmental concerns that have a big impact on the environment. |

*Complete with the information about your Ss*

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| **Grade** | **Length of lesson** | **Number of Ss** | **Average age** |
| **8** | **90 minutes** | 35 | 13 |
| **Area** | **English level** |
| Rural  | Urban x | A1 x | A2  | B1  |

*Select the curricular axe or focus*

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| **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*

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| **Topic** | Environmental concerns |
| **Module / Unit** | 1 |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describe environmental concerns before and now.Propose actions to reduce the impact of environmental problems. | Reading, speaking | Decided, Created, Researched, Organized, Talked, Started, Signed. |
| **Principles / approach** | Communicative approach |

*In “Aim”, state what the learning goal is, in other words, what you want your Ss to achieve by the end of the session.*

*In “Subsidiary aims”, relate the language skills (communicative and linguistic) Ss 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.*

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| **Learning objectives** |
| **Aim** | At the end of this activity the Ss will be able to identify environmental problems that have historically impacted their community and propose actions that could reduce the impact of those problems. |
| **Subsidiary aims** | At the end of this activity the Ss will be able to: * Recognize general and specific information in written and oral opinion texts and discussions on familiar topics.
* Make brief presentations on academic topics related to their school environment or community.
* Briefly narrate current facts, daily situations or personal experiences orally and in written form.
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*List all the materials needed for this plan. Please, do not include any picture or photograph.*

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| **Materials needed** |
| Projector, Text “A Story of Change” taken from English textbook Way to Go 8th grade T’s guide and Ss’ book (<http://aprende.colombiaaprende.edu.co/es/node/94010>).  |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the T and Ss do at each stage of the session.*

*Be sure to be thorough so any T can follow this plan. Write the procedure in third person and present tense.*

*Use these conventions: T= T S= Ss Ss= Ss*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**Ice-breaker | Ss are asked to predict the content of a text using the title ‘A Story of Change’ as the T gives the tip that it’s related to environmental concerns.Ss are reminded that the past simple ending of regular verbs is -ed.  | 10 minutesT-SSIndividual work |
| *Assessment: Ss participate, give and get feedback from peers or the T.* |
| **Introduction:**Introducing language | SS complete the text with the correct verb forms.T models the text and drills Ss focusing on the past simple and problematic words. The vocabulary below will be used as a rubric for a peer review activity.Actions: Decided.Created.Researched.Organized.Talked.Started.Signed.Management.Businesses.Authorities.Prohibiting. | 20 minT-SSIndividual work |
| *Assessment: T monitors and checks on ss work.* |
| **Practice:**Controlled practice | SS practice pronunciation of the first and second paragraphs as the T monitors and helps them out with doubts. | 20 minT-SSIndividual work |
| *Assessment: T monitors* |
| **Production:**Freer practice | SS are asked to work in pairs, so they read to each other and get peer reviewed once they both feel confident. In this part, it’s very important that the T monitors Ss peer review process so they feel fairly assessed.Also, they can get personal feedback.Those Ss finishing first are assigned another activity to reinforce regular verbs. For instance, they can make a list of verbs related to environmental concerns and check if they are regular or not. | 30 minSS-SSPair work |
| *Assessment: Peer assessment: Ss check one another.**T monitors and check on ss performance, too.*  |
| **Wrap-up** | Once Ss carry the activity on, the T makes a list of the most common mistakes and asks SS to correct them. | 10 min |
| *Assessment: SS listen to most common mistakes.* |
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*List a series of ideas of how this plan can be methodologically adapted so other Ts can implement it in their own educational context.*

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| **Implementation alternatives** |
| Despite the fact that the book is a great resource, this specific lesson can be easily adapted as the text ‘A story of change’, which is key in this lesson, is a short one. For instance, it can be photocopied by the T, transcribed from the board by Ss or they can use the digital version of it if the connectivity is not an issue. |

*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*

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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Environment** | Reading, speaking | Past tense regular verbs. | Human actions. | 8 |