



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 lesson plan gives the opportunity to work on a topic that we can relate to objects that we see every day, which are the parts of the landscapes. The activities written here allow the teacher to introduce vocabulary and language functions in a way that is not boring to the students through the use of creative activities. Besides, at the end we also include an activity for researching about national parks in Colombia, in this way, they can learn about their own country in a different language.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age	
9	3 hours 50 minutes	35	13-15	
Area		English level		
Rural	Urban X	A1 x	A2	B1

*Select the curricular axe or focus*

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



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

<b>Topic</b>	Landscapes		
<b>Module / Unit</b>	4 Protect the Earth		
<b>Language focus</b>	Language Function	Language skills	Vocabulary
	Comparing and highlighting characteristics of animals and places	Speaking	All Nature related vocabulary
<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 lesson, students will be able to compare and highlight the most important characteristics of animals and places.
<b>Subsidiary aims</b>	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> <li>• .To pronounce the elements of a landscape properly.</li> <li>• .To talk about the characteristics of natural parks in Colombia.</li> </ul>

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

Materials needed
<b>Paper</b> <b>Coloured Pencils</b> <b>Photocopies</b> <b>Pencils</b> <b>Notebooks</b>



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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> Ice-breaker	The teacher does a review about the elements in a landscape making a great emphasis on the pronunciation. After this, students get in pairs and they draw a landscape in a small piece of paper with several elements and animals in it. Then, they must describe what they have in it while their partner pays attention to his or her pronunciation. Finally, students do the exercise on page 124 so they can review the vocabulary a little bit more.	40 minutes S-S interaction
	<i>Assessment: Peer assessment. The Teacher provides assessment after the presentation they do by drawing their attention to mispronunciations they may have.</i>	
<b>Introduction:</b> Introducing language Pre-?	The teacher explains how to compare and highlight characteristics by taking two animals as an example. Then, they receive a workshop to be done individually.	50 minutes T-S interaction
	<i>Assessment: Peer and self-assessment. The teacher checks the way they have developed the workshop and circles the part that needs to be improved so they can reflect on it and correct it if necessary.</i>	
<b>Practice:</b> Controlled practice While-?	In pairs, students receive two animal flashcards so they compare and highlight the characteristics of those animals.	30 minutes S-S interaction
	<i>Assessment: Peer assessment.</i>	
<b>Production:</b> Freer practice Post-?	Students choose two national parks in Colombia to make a presentation describing and comparing the two parks. Besides, they need to say the names of the flora and fauna that can be found in those parks.	90 minutes S-T interaction
	<i>Assessment: Peer assessment. The teacher gives feedback on the pronunciation, language and information they presented.</i>	
<b>Wrap-up</b>	During this lesson the teacher will assess students through formative assessment, giving constant feedback after each activity. At the end of the lesson, students will also be asked to tell how they felt during the presentation, saying what they felt confident with and if they think they need to work more on some aspects of the lesson.	20 minutes S-T interaction
	<i>Assessment: Peer and self-assessment.</i>	

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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- This lesson can also be done with the landscape that teachers have a round, not doing it only about natural parks but also about the nature we have around.
- Since I work in an urban area, I did not have to adapt my lesson, I mean, I could work with the topics about the natural parks that we can find in the book. On the other hand, if the lesson is developed in a rural area, the nature around the students could be used for working on the topic.

*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
Landscapes	Speaking	Comparatives	Nature	9th