



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 project plan is very useful if you as a teacher wants to improve Students' awareness about the environment. It is very complete and will allow you to assess your learners through different stages.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age		
9th	3 hours	27	14-15		
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

Topic	Problems and Solutions		
Module / Unit	Module 4: Protect the Earth/ Unit 2: Problems and Solutions/ Lesson: 4		
Language focus	Language Function	Language skills	Vocabulary
	Expressing utterances about environmental issues in the world	Listening Speaking Reading Writing	Floods Desert Tornados Global Warming Environmental issues
Principles / approach	Learning outcomes based on language use and project work		

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	
Aim	By the end of this lesson, students will be able to express different utterances about environmental issues in the world.
Subsidiary aims	<ul style="list-style-type: none"> • By the end of this lesson, students will be able to identify how human kind is harming the environment. • By the end of this lesson, students will be able to illustrate environmental problems on a poster.

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

Materials needed
English Please! Student’s Book, Fast Track 9 th Grade, video beam, laptop, videos about the topic, impact images about environmental disasters, sticky notes, rubric chart and copies.



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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
Warm up: Ice-breaker	T shows some impact pictures about the different environmental disasters in the world. Later, T shows the names of each disaster and asks the Ss to guess and match the words with the pics. For instance: Droughts, floods, tornados, among others. <i>You can use slides or digital flashcards instead of paper to be coherent with the topic.</i>	10- min. T-SS
	Assessment: For this activity Teacher models it first, and then asks Ss if they got it. Ss should thumb up if they do it or thumb down if they do not.	
Introduction: Introducing language Pre-?	T plays a video about how human beings are damaging the environment. https://www.youtube.com/watch?v=JaSe85Mcpw0 (Video of reference, you can choose the one you consider appropriate for the topic). First, T plays the full video and asks the Ss to watch it. Second, T plays the video again and pauses it to express what is happening on it making a big emphasis on the structure. For example: The boy is killing an insect. T not only produces the sentence, but also writes it on the board for the Ss. Third, T gives two more examples to describe the situation on the video and asks Ss to continue doing it following the implicit structure given.	20 min. T-SS
Practice: Controlled practice While-?	T asks Ss to work on the book, page 138. T requests Ss to look at the pictures provided and enquires the following question: What is happening in pic number...Ss should answer with the sentence provided on each image. Then, T asks questions from point 7 and helps Ss be conscious about the structure giving clues like the time expressions for this grammar topic. Later, T demands Ss to develop point 8 and 9. Ss can do point 8 individually and point 9 in couples if necessary. Once they finish, T asks Ss to compare answers with their classmates and motivates them to explain why they choose those forms (exercise 8). At the end of this activity, Ss have five minutes to tick a small rubric with Can Do sentences about the grammar point above.	40 min. T-SS SS-SS
	Assessment:	



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	<table border="1"> <thead> <tr> <th data-bbox="342 411 540 558">Statements</th> <th data-bbox="540 411 737 558">Yes, I CAN do it!!!</th> <th data-bbox="737 411 933 558">Hmmm, I CAN do it with HELP</th> <th data-bbox="933 411 1125 558">Oh, oh, I NEED to work on it!</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 558 540 695">I can identify activities that are happening now.</td> <td data-bbox="540 558 737 695"></td> <td data-bbox="737 558 933 695"></td> <td data-bbox="933 558 1125 695"></td> </tr> <tr> <td data-bbox="342 695 540 888">I can identify Present Continuous Time Expressions easily.</td> <td data-bbox="540 695 737 888"></td> <td data-bbox="737 695 933 888"></td> <td data-bbox="933 695 1125 888"></td> </tr> <tr> <td data-bbox="342 888 540 1052">I can conjugate the Present Continuous Tense with each pronoun.</td> <td data-bbox="540 888 737 1052"></td> <td data-bbox="737 888 933 1052"></td> <td data-bbox="933 888 1125 1052"></td> </tr> </tbody> </table>	Statements	Yes, I CAN do it!!!	Hmmm, I CAN do it with HELP	Oh, oh, I NEED to work on it!	I can identify activities that are happening now.				I can identify Present Continuous Time Expressions easily.				I can conjugate the Present Continuous Tense with each pronoun.				
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<p>Production: Freer practice Post-?</p>	<p>T asks Ss to read and analyze the poster from page 139. After that, T enquires Ss about the activities they do to help the Earth. Later, T asks Ss to create a poster using the ideas provided and their own ideas. Finally, Ss should socialize their posters to the class.</p> <p>The poster should have a title, five sentences using the structure and pictures. Ss can do this activity in couples.</p> <p>T should provide recycle paper for this activity or Ss can use their notebooks to do it on them.</p> <p><i>Assessment:</i> Once Ss finish this activity, they should write positive comments about their classmates' work. To do so, T asks Ss to pick up a group, then Ss should write what they like the most about the poster, read it aloud and paste it on the board.</p>	<p>90 min. SS-SS</p>																
<p>Wrap-up</p>	<p>At the end of the lesson, T provides some feedback to Ss taking into account the topic, language and vocabulary. Besides, Ss express how they feel doing this activity, what they learn, which things they like the most, etc.</p> <p>Also, Ss have five minutes more to talk about the most difficult part of this lesson.</p> <p><i>Assessment:</i></p> <div style="border: 1px solid orange; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">What was your muddiest point today?</p> </div>	<p>20 min. T-SS</p>																



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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

If you are in a rural area you should take into account the internet access and download the videos and images with anticipation in order to work off-line. Besides, you can use real pollution problems in your neighbourhood or “vereda”. You can extend this plan and do community work with your Ss and help to solve a problem in your area. Besides, you can use different assessment tools, it depends on you!

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
Problems and Solutions	Listening Speaking Reading Writing	Present Continuous	Floods Desert Tornados Global Warming Environmental issues	9 th