



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 guides students to find out more about common diseases and communicate the possible ways to prevent or cure them. It also allows teachers to have the students practice present perfect and past simple through different group and individual work activities, while practicing their reading and writing skills.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
9 th	70 minutes	30	14 - 16
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	X
Construction of Citizenship / Democracy / Teenagers	
Globalization	

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

Topic	I was sick		
Module / Unit	Module 3. Health		
Language focus	Language Function	Language skills	Vocabulary



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	Talking about common illnesses	Reading Writing	
Principles / approach	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	
Aim	By the end of this <u>lesson</u> , students will be able to identify and give information related to common diseases in small length oral and written descriptive texts.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> • Recognize vocabulary and expressions related to common diseases. • Express how they have felt when they are sick.

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

Materials needed
Printed texts Board, erasable markers.

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	T invites SS to play Hangman, a vocabulary game in which SS have to guess a secret word related to diseases. For this, each Ss proposes a letter to complete individual spaces of the mystery word guessing one letter each turn. If the letter is not part of the word, T draws part of the hangman. SS need to guess the word before T draws the complete man hanging from the noose. The discovered words are written on the board to make a vocabulary list. (<i>disease, doctor, medicine, contagious, cold, temperature, treatment, etc.</i>).	10 minutes Group work T-SS SS-T
Introduction	T asks SS to get in groups of 2-3 to read short texts related to common diseases (Appendix 1). Each group receives a different text of a different disease. T visits each group to check SS' work and clarify doubts.	10 minutes Group work 10 minutes



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	After reading the text, SS prepare 10 questions about it and write them down on a piece of paper.	Group work
Practice	<p>Each group exchanges their texts and questions with another group, who has to read and answer the questions. When this is finished, they give back the text and the answers so the group checks for correct answers.</p> <p>T invites SS to think about which of those diseases they have suffered from. T asks them to make a list of the symptoms they have felt and the kind of medicine they have taken to cure it. T asks them to make a brainstorm of ideas.</p>	<p>15 minutes Group work</p> <p>5 minutes Individual work</p>
Production	<p>T asks SS to write a letter to a classmate talking about the disease they had and the way they found a cure for it. T monitors SS' writing work and helps them when necessary.</p> <p>SS give their letters to their classmates. They read the letters and provide feedback.</p> <p>Peer assessment technique: feedback sandwich: T asks SS to draw a sandwich on a piece of paper. For this, T asks them to draw two slices of bread and a piece of meat in between. The bread means a positive aspect about the letter. For example: "my partner described well the disease he had and the medicines he took for getting better; my partner's letter is nice to read". In the meat, SS write an aspect to improve. For example: "you should improve your grammar/I didn't understand your explanation, try to be more clear next time".</p>	<p>15 minutes Individual work</p> <p>10 minutes SS-SS Individual work</p>
Wrap-up	<p>At the end, T asks SS to give their papers with the sandwiches to the classmate they were assessing.</p> <p>T remarks on the importance of taking care of ourselves by identifying the diseases and asking for proper help to the doctor.</p> <p>Assessment technique: Rubric: T collects the letters and grades them using a rubric for writing (Appendix 2).</p>	<p>5 minutes SS-SS T-SS</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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Allow students use dictionary, either online or physical since it is a useful tool that guides them whenever they have troubles with vocabulary, grammar and expressions.

Make sure you offer the needed support throughout the lesson; sometimes students may get stuck and stop working because they do not know how to do something.

You can try looking for articles of common diseases in your region. Look for different articles and put them together to make longer texts rich on different ideas and vocabulary.

You can also use a power point presentation to illustrate them, or even look for a short clear video on the topic to practice listening comprehension and pronunciation.

Make sure you bring enough different articles on diseases for all the groups in your class.

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
I was sick	Reading Writing	Present perfect Past simple	Diseases Medicines	9 th

APPENDIX SECTION

Appendix 1. Suggested readings

<https://borgenproject.org/common-diseases-in-colombia/>

<https://www.worldnomads.com/travel-safety/south-america/colombia/diseases-health-and-vaccinations-for-travelers>

<https://klmhealthservices.com/en/inenting/en/colombia/>

Appendix 2. Rubric to grade the letters (Created 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)
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Use of English	Does not use grammar rules related to the subject; has problems to express himself clearly.	Uses some grammar rules related to the subject; expresses himself clearly.	Uses grammar rules related to the subject; expresses himself clearly and uses appropriate words correctly.	Uses grammar rules broadly related to the subject; expresses himself clearly.
Vocabulary	Does not use vocabulary related to the subject.	Uses appropriate vocabulary but not very related to the subject studied.	Uses appropriate vocabulary related to the subject studied.	Uses appropriate vocabulary widely related to the subject studied.
Mechanics	Does not show cohesion and coherence in his writing, wrong use of punctuation marks and lack of knowledge on the subject.	Shows little cohesion and coherence in his writing, showing little knowledge on the subject. Uses few or no connectors and punctuation marks.	Shows cohesion and coherence in his writing, using connectors and punctuation marks.	Shows cohesion and coherence in his writing, appropriately using connectors and punctuation marks which make his writing clear.