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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

PEDAGOGÍA MEDIA EN INGLÉS

BELLAVISTA - SANTIAGO

PRÁCTICA PROGRESIVA II

**LESSON PLANNING: ACTIVITY ROUTE MAP**

TEACHER/S: \_Yanny Silva, Catalina Arias, Valentina Caro; Alejandro Bustamante. \_ ACTIVITY N° \_\_\_01\_\_\_\_\_\_

GRADE: \_\_\_\_\_\_\_\_\_8th grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AGE OF LEARNERS: \_13-14 years old\_

SKILL: \_\_\_Listening and writing.\_\_\_

NAME OF THE UNIT: \_Unit N 4: future matters\_ NAME OF ACTIVITY: \_\_My planet, my responsibility. \_\_

**AIM: \_Analyze and make use of accurate language concerning environmental problems. \_**

TEACHER’S RESOURCES: \_\_\_\_\_\_YouTube videos, PPT presentation, worksheet. \_\_\_\_\_\_\_\_

STUDENTS’ RESOURCES: \_\_internet, English dictionaries, English book.\_\_\_

**STEP BY STEP PLANNING**

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|  | STEP | DESCRIPTION | | TIME |
|  | 1 **BEFORE THE LESSON** | We are going to do a brainstorming activity regarding environmental problems. This is in order to activate their knowledge and recognition about the main idea of this lesson. | | 3 minutes |
|  |  | What student-teacher does / instructions | What students do |  |
| INTRODUCTION | 2 **LEAD IN / PREPARATION** | Present a ppt presentation where we are teaching the future structure(will/ be going to) to express the possibility or make a prediction of possible consequences which would happen if these problems continue. | Take notes based on the appropriate grammar form to express their own ideas. they also need to provide the instance for learning the new lexis presented in the brainstorming activity. | 5 minutes |
| DEVELOPMENT | 3. **SETTING UP THE ACTIVITY** | The teacher is going to present a second video which is named “Man”. Then, the whole class summarizes what they have just seen in the video. After that, the teacher delivers a worksheet while explaining the purpose of the activity and what they have to do. | The students must pay attention to the video, so that they can discuss their ideas and thoughts about the video with the whole class in order to summarize the important details of the environmental issues presented in the video. | 5 minutes |
| 4. **RUNNING THE ACTIVITY** | Then, they are going to work with the future form(will and be going to), and vocabulary about environmental problems which is included in the worksheet given. Meanwhile, the teacher monitors in order to help the students that may need it. | The students must work in pairs in the development of the worksheet. Also, the students have the opportunity to use their tools, like a dictionary, cellphones, the book related to the subject of the class and ask questions to the teacher. | 8 minutes |
| CLOSING | 5. **CLOSING THE ACTIVITY** | Give time warning to the students to inform them that the activity is going to finish. Next, check the activity altogether and give feedback to the learners. | The students must answer the questions of the worksheet. | 2 minutes |
| 6 **POST- ACTIVITY** | Reach a conclusion of the activity about the environmental problems. | The students must read their conclusion to the class. | 2 minutes |