Sostenibilidad Semana 1: Expresando Puntos de Vista
Language Components or Skills

- Listening
- Speaking
- Writing
- Reflection
- Collaboration

Learning Goals

- Express opinions using new vocabulary related to UN sustainable goals.
- Listen and comprehend audio materials regarding sustainability.
- Collaborate in groups to discuss and brainstorm ideas for sustainability actions.

Vocabulary

- Poverty
- Equality
- Climate
- Sustainable
- Goal
- Objective

- In my opinion...
- I believe that...
- I think that...

- Would you please repeat?
- Can I ask a question?

Resources for the Week

- Sustainable Development Goals (from British Council)

Possible Challenges for Students
Challenge:
Understanding abstract vocabulary related to UN goals.
Recommendation:
Use visual aids like infographics or videos to make the vocabulary more concrete.
Challenge:
Expressing opinions effectively.
Recommendation:
Practice using sentence starters and expressions during all activities.
Informal Assessment
Assessment Tips:

- Observe students' participation in group discussions to assess understanding of concepts.
- Monitor the use of opinion expressions during oral presentations.

Look Fors:

- Correct use of new vocabulary in discussion.
- Ability to articulate opinions clearly.

References
British Council, SED, MEN, TeachingEnglish
Opinion Chit-Chat
Description:
Students pair up and discuss their weekend activities, sharing opinions using phrases like 'In my opinion, I believe...' or 'I think that...'.
Time (aprox.):
5 minutes
Type of Interaction:
Pair work
Language Components or Skills:

- Speaking
- Listening

Source:
Class textbook
Step-by-step:

- Pair students randomly and instruct them to discuss what they did over the weekend.
- Guide them to use opinion expressions by modeling a short dialogue first.
- Circulate the room, offering gentle corrections and feedback.
- Conclude by asking a few pairs to share their discussions.

Recommendations for different English Levels:

- Encourage less confident students to use simpler sentences.

UN Sustainable Development Goals Intro
Description:
Introduce the 17 UN objectives using a short video or infographic and discuss the key vocabulary: poverty, equality, climate, etc.
Time (aprox.):
30 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Listening
- Reading

Resources for the Activity:

- Short video, Infographics

resources:

- Sustainable Development Goals

Source:
Teaching English
Step-by-step:

- Show the video or display the infographic and encourage students to jot down new vocabulary.
- Pause the video/infographic at important points to clarify and discuss key concepts.
- Ask students to share words they found important or difficult.
- Write these words on the board, providing definitions and synonyms as necessary.

Recommendations for different English Levels:

- Break down information into smaller segments for easier comprehension.

Group Research Discussion
Description:
In groups, students choose one of the UN goals and brainstorm actions applicable in Colombia, using key vocabulary.
Time (aprox.):
50 minutes
Type of Interaction:
Small group
Language Components or Skills:

- Speaking
- Writing
- Collaboration

Source:
Class textbook
Step-by-step:

- Divide students into small groups and assign each group a UN goal to focus on.
- Provide each group with a worksheet to brainstorm actions related to their goal.
- Encourage the use of new vocabulary and opinion expressions, providing prompts if

necessary.

- Circulate to each group offering assistance and noting use of language.

Recommendations for different English Levels:

- Supply additional vocabulary lists for groups that need more scaffolding.

Reflective Sharing
Description:
Each group shares one idea they discussed. Highlight expressions used for opinions and requests for clarification.
Time (aprox.):
15 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Speaking
- Listening
- Reflection

Source:
Class textbook
Step-by-step:

- Invite each group to share an idea or action they discussed and listened actively.
- As groups present, note any particularly strong use of language or phrases.
- Summarize the session by highlighting key phrases or vocabulary introduced.
- Prompt students to consider one new thing they learned.

Recommendations for different English Levels:

- Create a safe environment where errors are seen as learning opportunities.

Description:
Time (aprox.):

Type of Interaction:
Three-Word Memory Game
Description:
In a quick-paced activity, students in pairs recall three words from the previous lesson and create sentences using those words.
Time (aprox.):
5 minutes
Type of Interaction:
Pair work
Language Components or Skills:

- Speaking
- Vocabulary Recall

Source:
Class textbook
Step-by-step:

- Pair up students and explain the activity of recalling and using words.
- Have each pair think of three words from the Tuesday lesson.
- Give each pair a minute to create and orally present sentences using these words.
- Monitor, correcting pronunciation and comprehension issues.

Recommendations for different English Levels:

- Encourage the expansion of simple sentences with additional details.

Listening Comprehension on Sustainability
Description:
Listen to a short audio clip on sustainability actions related to one of the UN goals. Students jot down key points and new vocabulary.
Time (aprox.):
15 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Listening

- Note-taking

Resources for the Activity:

- Audio clip

resources:

- ...

Source:
British Council
Step-by-step:

- Play the audio clip, ensuring it is clear and at an appropriate volume.
- Instruct students to jot down new vocabulary terms or unfamiliar phrases.
- Pause midway to confirm understanding and allow questions.
- Replay sections if necessary for clarification.

Recommendations for different English Levels:

- Use playback speed adjustments for students needing extra clarity.

Mini Oral Presentations
Description:
Utilising the audio and previous research, students take turns presenting their understanding of a selected goal's importance and possible actions in Colombia.
Time (aprox.):
25 minutes
Type of Interaction:
Individual presentations and whole class discussion
Language Components or Skills:

- Speaking
- Listening
- Critical Thinking

Source:
Class textbook
Step-by-step:

- Ask each student to prepare a brief presentation using their notes and the audio clip insights.
- Allow each student 2 minutes to speak, followed by 1 minute of peer questions or clarifications.
- Encourage use of opinion phrases and new vocabulary during presentations.
- Provide feedback on both content and language use at the end.

Recommendations for different English Levels:

- Provide cue cards or outlines for students less comfortable with impromptu speaking.

Peer Feedback and Self-Assessment
Description:
Students give feedback using structured sentence starters: 'I liked...', 'Next time...', and reflect on their own presentation skills guided by these prompts.
Time (aprox.):
10 minutes
Type of Interaction:
Individual Reflection and Pair Discussion
Language Components or Skills:

- Speaking
- Metacognition

Source:
Class textbook
Step-by-step:

- Guide students to think about what they found successful and what they can improve in presentations.
- Exchange reflections with partners, noting constructive feedback.
- Encourage consideration of feedback in future learning sessions.

- Conclude by sharing general observations on common strengths and areas for improvement.

Recommendations for different English Levels:

- Reinforce positive feedback and constructive criticism skills.

Description:
Time (aprox.):
Type of Interaction: