

Sample Content-based English Teaching Lesson Plan

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Students: University Year 2, CEFR B2 (Intermediate / Independent users)

Class size: 15

Class time: 1 hr, 40 mins

Background/context: This is the first lesson in a task- and content-based course called “Integrated English,” which adopts the [UN’s Sustainable Development Goals](#) (SDGs) as a theme. The course is 8 weeks and will focus on 2 SDGs chosen by students during the first several lessons. Students will also complete a group project to create a piece of informational media (i.e. blog, video) based on an SDG they choose. This lesson plan is for Day 1, in which students explore the SDGs as a class. Following this lesson, they will choose specific SDGs to focus on in the course and their research project.

Language Learning Objectives – Students will:

Reading:

1. Extract important information from an infographic
2. Recognize phrases that indicate positive/negative trends and increases/decreases in text

Speaking:

3. Use new vocabulary/collocations to describe global issues such as poverty, gender equality, sanitation, etc.
4. Verbally summarize information from an infographic
5. Give and comment on opinions using sentence frames
6. Practice intonation when presenting information

Content Learning Objectives – Students will be able to:

7. Describe an overview of 3-4 global issues informing the UN’s Sustainable Development Goals (SDGs).

Materials:

1. Sustainable Development Goals Infographics:
(print and hang around walls of classroom)

- [Ending hunger](#)
- [Ending poverty](#)
- [Quality Education](#)
- [Gender Equality](#)
- [Safe Drinking water & Sanitation](#)
- [Sustainable Energy](#)
- [Climate Action](#)
- [Ocean conservation](#)



2. [Text on the progress of SDG #1 \(Ending poverty\)](#)

(p. 3-4 only, print one for each student)

3. Highlighters of 2 separate colors

(1 pair for each pair of students)

Lesson Procedure

Time:	Learning activity:
5 mins	<p>Intro:</p> <p>Ask students to name global issues/problems they can think of. Write these on the board as they are named, and assist with vocabulary where needed (i.e. <i>poor</i> -> <i>poverty</i>, <i>climate change</i>, etc.)</p> <p>Briefly show students the UN's SDG website and explain the concept of the 17 Sustainable Development Goals. Play the short video.</p>
40 mins	<p>Task: Elevator Pitch to summarize an SDG (Learning Objectives 1, 3, 4, 6, 7)</p> <p>Form groups of 2-3, assign each to one of the 8 infographics hung around the room. Tell students their task is to prepare a "team elevator pitch" to summarize the issue to us.</p> <ol style="list-style-type: none">1. Tell students you'll give them an example of an elevator pitch using one of the SDG infographics from the website (not one of the 8 around the room). Explain that this is to help them focus on sentence stress for their own elevator pitch. First, bring up the infographic on the projector.2. Prepare to model an elevator pitch. Ask Ss to listen to you speak and write down which words sound <i>louder</i>, <i>longer</i>, and <i>higher</i> (the stressed words). They should write down as many as they can, and use the infographic on the screen to help with spelling unfamiliar words.3. Give the example elevator pitch, exaggerating the sentence stress and speaking with passion, gestures, walking around the room, making eye contact, etc.4. Elicit which words the Ss heard were stressed. Explain that stressed words are generally content/meaningful words, and point these out from the infographic.5. Do a few listen/repeat drills with sentences from the infographic, encouraging appropriate sentence stress.6. Allow groups to each, interpret, and prepare a summary of their assigned infographic. Assist with pronunciation and understanding as needed, and ensure that all members of each group plan to say something during the presentation of their elevator pitch.7. Groups each present their elevator pitches. As groups present, write on the board any important or difficult vocabulary that comes up. After the presentation, call on students to define these words, or explain/show pictures if needed.8. Assign some or all of words on the board to Ss' vocabulary notebooks, incorporate them into a later quiz, note them for adding to a classroom word wall, take a photo of the board to post on the LMS, etc.
20 mins	<p>Task: Small group Discussion (Learning Objectives 3, 5, 7)</p> <ol style="list-style-type: none">1. TPR – Ss move toward the infographic for the SDG they're most interested in.

	<ol style="list-style-type: none"> 2. Small group discussion: Assign groups of 3-4, and a reporter for each group, who will summarize the group's discussion in 60 seconds. Write discussion Qs on board: 1) Which goal do you feel you could make an impact with? 2) Have you been involved or seen anything in Japan related to one of these goals? 3. Allow groups to discuss, monitoring and assisting as needed. 4. Reporter from each group summarizes the group's discussion in 60 seconds. Write any interesting/important ideas that come up on the board, along with which group/student had this idea.
10 mins	<p>Task: All class Follow-up discussion</p> <p>The goal of this task is to help students practice “piggybacking,” or responding to others’ ideas.</p> <ol style="list-style-type: none"> 1. Model the concept of “piggybacking” – Make a comment on one of the ideas written on the board from the previous small group discussion, i.e. <i>Group 3 had an interesting point about _____. I agree that _____, but I also think _____. Satomi from Group 2 mentioned _____, which made me think about _____.</i> Write, type, or project a few such sentence frames for students to use. 2. Give Ss 5 minutes to read the ideas on the board and prepare their follow-up comments using the sentence frames. 3. Ask students to share their comments with their group first. 4. Finally, call on a few students to share with the class.
20 mins	<p>Task: Reading/vocabulary exercise</p> <ol style="list-style-type: none"> 1. Pass out the two colors of highlighters and copies of p. 3-4 of the Text on the progress of the SDGs. This part focuses on the progress of SDG #1 (Ending poverty). Ask students to read independently and highlight facts they perceive as positive and negative using the 2 highlighter colors, and to circle most surprising things they learned from the text. 2. Ask Ss to compare what they highlighted in pairs. 3. Elicit what Ss highlighted and put them in a T-chart on the board, under “positive” and “negative.” Draw attention to any vocabulary or collocations here (i.e. <i>a rapid increase in, little progress, etc.</i>) 4. Call on Ss to share they facts they found most surprising from the reading.
5 mins	<p>Wrap up/HW: Look at the UN’s 17 sustainable development goals (SDGs) on the website. Choose 3 you want to learn more about. From these 3, choose 1 you want to research and teach us about. Submit your ideas on the Google Form.</p> <p>Before leaving the classroom, tell me which goals you found most interesting and might want to choose for your research project.</p>

Follow-up / Future lessons:

- Based on students' interests, I chose one SDG as a theme for weeks 1-4 of the course, and one SDG for weeks 5-8.
- Reading materials, videos, and local field trips related to these SDGs served as the basis for vocabulary, speaking, reading, and writing learning activities in the course.
- Additionally, students chose one SDG goal for their group research project.