**LESSON PLAN “ENVIRONMENT PROTECTION”**

**KARAGANDA**

**REPUBLIC OF KAZAKHSTAN**

***TATYANA ZELENOVA***

Grade 11

Theme: **Environmental protection**

Objectives of the lesson:

1. To read a text “Teen Action” and learn how we can improve the environment in our town

2. To write an open e-mail to people telling them how to improve the environment in our town

3. To practice using the Second Conditional Clauses of Type 2

All learners will be able to understand general information of the text and write an open e-mail with supporting in the groups

Most learners will be able to understand detailed information of the text, write an e-mail in the groups

Some learners will be able to do all tasks individually without supporting and help the other students in their groups

Teaching equipment: a computer or an interactive board, handout materials, visual aids

**PROCEDURE:**

I. Good morning! I am glad to see you. Let’s divide into the groups by means of the pictures (Plastic Bags; Pesticides; Rubbish). What are these? These are sorts of pollution. How are these words connected? (They attitude to the pollutions of the environment)

II. Warming up! Let's begin this lesson from the statement of Stewart Lee Udall who was an American politician. Learn by heart by means of disappearing the words.

Plans **to protect** air and water, wilderness and wildlife are in fact plans **to protect** man.

As do you think about what we are going to speak at our lesson? (How to protect our environment may be.)

So, the theme of our lesson is **"Environmental protection"**

Tell me please, about what did we speak at the previous lessons. (About the environment and ecological problems). Now you should work in the groups and remember what ecological problems do we face nowadays? You have 1 minute.

Then the teacher listens to the learners’ answers.

What objectives of our lesson may be if the theme of our lesson “Environment protection” The learners should predict the objectives. Then a learner sounds the objectives of the lesson which appears on the slide or on the board.

1. To read a text and try to write an open e-mail to your friend about the protection of the environment in our town

2. To practise using the Conditional Clauses of Type 2

III. Open your exercise books, write the date and the theme of our lesson.

In front of the learners there are assessment sheets for groups and individual assessment ones. (Supplement 1)

**Task One.** Listening.

Pre-listening discussion. Look at the picture with different kinds of pollution. You should sound your predictions about the contests of information which we are going to listen. You should work in the groups and remember the ways of pollution. You have one minute. You may write them into your exercise books or on the posters.

(Examples: We use a lot of electricity and water. We throw kitchen and garden trash; noncombustible garbage such as electrical appliances, plastic tools and toys; products that are poisonous or that cause pollution such as batteries;). Then the groups present their ideas to classmates.

Presentation and drilling the new lexis:

decompose [diːkəmˈpəʊz] - разлагаться

the ozone layer [ˈəʊzəʊn ˈleɪə] - озоновый слой

ultra-violet light [ʌltrəˈvʌɪələt lait] - ультрафиолетовое излучение;

pesticides [ˈpestəˌsaɪdz]- пестициды

cause [kɔ:z]- причинять

non-organic farming [nɔnɔːrˈɡænɪk'fa:miŋ] - неорганическое земледелие

Let's do this quiz individually. The learners should sit alone. After listening the pupils should take their places in their groups and exchange the works in pairs, check and write a mark. (Supplement 2)

According to this information:

If we didn't produce so much CO2, we would reduce global warming.

(The learners should translate in the groups and remember about this grammar.)

**Task Two.** Complete the sentences.

Students should match the pairs of the sentences. Then the members of the groups should read them and the teacher should assess the work. (Supplement 3)

**Task Three.** Reading a text.

The learners should read a text in the groups and complete the gaps. Then they should exchange the texts and the teacher or a student will read the right answers. So they can check and assess the classmates. (The teacher can show the answer on the slide) (Supplement 4)

To check the comprehension of the text the teacher or some students can ask the questions:

1. How old were the members of the first Youth Eco Parliament? They were 14 or 17 years old.

2. What plans did they make? They make the plans for improving the environment in their towns and villages.

3. What problem did they focus on? They focused on areas like recycling, saving energy and reducing pollution.

4. Why did they meet in Berlin? They discussed their plans and wrote letters giving ideas for improving the environment.

5. Which of their suggestions are easy to follow? We think that all suggestions are easy to follow.

**Break for physical jerk.**

Look left, right

Look up, look down

Look around.

Look at your nose

Look at that rose

Close your eyes

Open, wink and smile.

Your eyes are happy again.

**Task Four.** At last, let's try to write an open e-mail by means of the pattern.

You should work in the groups. You can use all material of this lesson and previous ones. You should make up 5 sentences. You have 5 minutes. (Supplement 5)

Then the speaker read their e-mail. And the learners assess yourselves.

III. **Plenary**. What have you learnt today? What can you do now?

**Feedback (two circles)**

What have you learnt today?

I have learnt how to write e-mail about how to improve the environment, some new words such as......

What can you do now?

I can speak about environment and use the second Conditional Sentences in my speech.

IV. Homework: to learn the new words and try to write your own e-mail by heart.

Resources: "Solutions" by Tim Falla, Paul A. Davies, OXFORD.

Supplement 1

Assessment sheets

Group One. Group Two. Group Three.

|  |  |  |
| --- | --- | --- |
| Task two  Group work | Task three  Group work | Task four  E-mail |
| 1 point for each right answer | 1 point for each right answer | 1 point for each right answer |
| Points:4 | Points:7 | Points:5 |
| Total:16 | | |

|  |  |
| --- | --- |
| Individual Assessment Sheet | |
| Task One  Individual | Feedback  Individual | |
| Listening  1 point for each right answer | Speaking  1 point for each right answer | |
| Points:5 | Points:2 | |
| Total:7 points | | |

7 points – “5”; 5-6 points – “4”; 2-3 – “3”

Supplement 2

**Task One**

Transcript and key

Supplement 3

**Task Two.**

|  |  |
| --- | --- |
| If people weren’t careless, | they wouldn’t pollute the Earth. |
| If global emissions weren’t reduced, | huge areas of land would be flooded and the world economy would collapse. |
| If people used other forms of energy, | they would save a lot. |
| If we destroyed rainforests, | lots of animals would perish. |

Supplement 4

**Task Three**



Let's check! The groups should exchange their works.

Answers: 1. countries 2. environment 3. energy 4. letters 5. rubbish 6. turn of 7. use

Supplement 5

**Task Four**

An e-mail one

Dear Friend,

If you want to protect nature, you will try to do your best. Here are some practical ideas.

You should

You shouldn't

Try to...

Don't....

If we....

An e-mail two

Dear Friend,

If you care about the environment, you'll want to do everything you can to improve it. Here are some practical ideas.

You should

You shouldn't

Try to...

Don't....

If we....