

**Weekly Plan**

**Theme:** The Environment

**Day one-** The Story of Stuff

- Video
- Overview of the book
- Discussion circle

**Day two-** Sustainability

- What is sustainability
- Students' own work on posters
- Organisation choice and evaluation

**Day three-** Environmental Problems

- Discussion
- Pronunciation
- Reading
- Online work

**Day Four& five-** Assessment

### Lesson Objectives

By the end of the lesson, students will be able to

- Understand important causes of environmental problems and some solutions
- Extend their understanding of lexis connected to climate change and environmental issues
- Improve understanding of pronunciation information given in a dictionary
- Take notes and retell information to others
- Use expressions of certainty when discussing events likely to happen in the future

### Academic skills of focus

- Note taking
- Summarising
- Academic discussion

### Lesson Procedure

#### Warm-up

Ask students to check the meaning of the words in the diagram on **worksheet A** and discuss why they might be recorded in different shapes like the worksheet

*Answer:* Global Warming is the central topic, the terms in the squares are causes and those in the rhombus shapes are solutions

#### Pre-reading- Pronunciation

- Model the word stress in the words from the diagram – *Global Warming, Pollution, The Ozone Layer, Deforestation, Recycling, Hybrid car, Alternative Energy*
- Say and write the words on the board and show the stress either using your hand –clap loudly for stressed syllables and quietly for weak syllables
- Hand in **worksheet B** and shows how to find the word stress in the dictionaries your class are using

- Get them to find the stress for the listed words and record them in the table
- Elicit

### Reading-Jigsaw Reading

- Divide the class into three groups and give each group two of the cards
- Explain they have to read and summarise the main information from their text.
- They should make notes in the diagram on **worksheet A** to help them remember.
- Ask them to find two main problems or solutions in each card
- Ask learners to put their cards down and regroup the learners, so the new group has one member from each of the original groups
- Ask students to explain their topics to each other and make notes on **worksheet A**

### Post reading1- Expressions of certainty

- In pairs, learners look at the four sentences in **worksheet E**.
- Elicit where to put the underlined expressions on the cline.
- Ask students to put the other expressions on their cline and check as a whole class. The cline is divided into three sections *100 % certain, 50% certain and uncertain*
- Tips for comprehension check
  - Does *might* mean the same as *maybe*?
  - Does "*I'm not sure*" mean the same as definitely not?

### Post reading2- Discussion about the future

- Students put *a, b* or *c* next to the sentences on **worksheet F**.
- In pairs, students discuss, and make a large cline on poster papers and discuss where to put the expressions on it

- To generate a whole class discussion at the end, you can send members of different groups around the tables to compare the clines

### **Extra Academic Reflective Practices**

#### *Computer lab or BYOD*

Mindmaps are great tools to help learners organise and summarise information. This activity allows them to work alone (or in pairs) to review the information from the whole lesson and identify the results of different environmental problems.

### **Procedure**

- Students record the information under the headings, description, predictions and solutions
- Get students to use [www.text2mindmap.com](http://www.text2mindmap.com) or [www.imindmap.com](http://www.imindmap.com) mind mapping tools
- You might give your learners a choice of different techniques so they can choose how they will record the information that is most meaningful to them

**Task:** You are required to design a *sustainable product package*, then present your idea in 8-10 minutes to the class and answer any questions the class might come up with to you.

When giving a presentation, please consider the following criteria

<b>Criteria</b>	<b>Exceeds Expectations 3</b>	<b>Meets Expectations 2</b>	<b>Does not meet expectations 0-1</b>	<b>Comments</b>
<b>The presentation of information</b>	Provides necessary and extra relevant detailed information	Provides necessary information and details of the topic	Not enough/ not relevant information provided	
<b>The structure of presentation</b>	The components are logically organised, and there is smooth transition between the components	The components are logically organised, and the transition between components is good	The components are not organised, and the transition is not logical	
<b>The use of descriptive language</b>	Excellent use of descriptive language including adjectives, adverbs and a rationale for choice	Good use of descriptive language including adjectives, adverbs and a rationale for choice	Poor use of descriptive language and no rationale provided	
<b>Awareness of body language</b>	Excellent physical presence and use of body language to communicate with the audience effectively	Good physical presence and use of body language to communicate with the audience	No use of body language and no connection with the audience	
<b>Interaction with audience (Handling questions)</b>	Handled questions very well, and was able to facilitate discussion effectively	Handled question well and there was some discussion following the presentation	Was not able to answer the questions/ Did not allow for questions	

Academic English 7/9

Lesson Plan- Environmental Problems

Thura A

**Success Criteria:** You have to score **3** in most areas.