

LESSON PLAN

TEACHER: Marina Koukouni
SCHOOL: Laniteio Lyceum
CLASS: A (Life B1)
THEMATIC UNIT: 5 The Environment

SCHOOL YEAR: 2019-2020
CEFR LEVEL: B1
DATE: 22/01/20
TIME: 40'

CEFR DESCRIPTORS

Watching TV and Film

• Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when delivery is relatively slow and clear.

Overall Spoken Interaction

• Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.

ATTAINMENT TARGETS - LESSON OBJECTIVES (ΔΕΙΚΤΕΣ ΕΠΙΤΥΧΙΑΣ) & TEACHING TARGETS (ΔΕΙΚΤΕΣ ΕΠΑΡΚΕΙΑΣ)

Attainment Targets

By the end of the lesson Ss will be able to

- get the gist and spot specific details in a video
- talk about the causes and effects of pollution on the environment and express their opinion on what can be done to stop pollution and protect the environment

Teaching Targets

Viewing

- information from a short video from You tube to understand the destruction humans are causing to the Environment and relative vocabulary
- discussion about the causes and effects of pollution and suggestions to solve the problem

PRIOR KNOWLEDGE

Present Simple / Present Continuous

Past Simple / Past Continuous

PROCEDURE:

ACTIVITY 1 INTRODUCTION

T inform Ss that today's lesson focuses on the environmental problems our planet is facing and asks Ss to mention current problems related to the environment. As Ss mention the problems T writes them on the board.

ACTIVITY 2 DEVELOPMENT

Ss are asked to watch a short video on the destruction of our planet and are asked to note which of the problems mentioned earlier in class are mentioned in the video they are about to watch.

Viewing: <https://youtu.be/B-nEYsyRIYo>

After the first viewing Ss mention which of the problems written on the board were mentioned in the video and T ticks them at the same time.

Ss are given a handout and are asked to go through Task 1 and answer the questions in pairs while watching the video for a second time. T checks answers with Ss in class.

ACTIVITY 3

Ss are asked to watch the video one last time and fill in the missing information in Task 2. Ss check their answers with T in class.

ACTIVITY 4

Ss are asked to do Task 3 on the handout in pairs. Ss report to T and check their answers in class.

ACTIVITY 5

T asks Ss if they try to protect the environment in their everyday life, if they recycle what things they recycle, if and how they reuse things instead of throwing them away, how they save energy. Ss express their opinion and give examples. T asks Ss how countries can help protect the environment and help their citizens acquire a greener conscience. As the discussion proceeds T writes Ss' suggestions and ways to protect the environment on the board for Ss to copy in their notebooks.

ACTIVITY 6 CLOSURE / QUICK REVIEW

T asks Ss to mention the epic message that was sent through the video.

FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES

Ss are asked to create a poster or a poem or a rap rhyme, sending a powerful message, to raise social awareness about the need to save our environment.

RESOURCES / MATERIALS

You tube
Handout



Viewing: <https://youtu.be/B-nEYsyRIYo>

Task 1

Answer the following questions, using information from the video

A. Write down as many animals and birds you see in the video

.....
.....

B. What environmental destructions are shown in the video?

.....
.....

C. What does “Homo Sapiens” mean?

.....

Task 2

Fill in the gaps, using information from the video.

1. Planet Earth is billion years old.
2. Humanity is years old.
3. If Earth’s life span in 24 hours is full day then humans have been on Earth for seconds.

Task 3

A. Circle the correct answer: What is the real crisis?

1. Global Warming
2. Environmental Destruction
3. Mankind

B. Answer the questions:

1. What is his epic message?

.....
.....

2. How can we save our planet?

.....
.....