Lesson Plan: The Environment

Target Level: Advanced

Materials Needed: Video; https://www.youtube.com/watch?v=iK_qzk6sJS4

Time	Stage	Target Language	Activity
1-3 min.	**Warm up/Review** Review familiar vocabulary from previous lessons to warm students up		**Last Letter game:** Sit students in a circle and say a word associated with the environment. The student next to you must then say a word beginning with the last letter of the word you just said. If advanced, students should try to keep words related to the topic of environment
15-20 min.	**Process:**		
5-10 min.	**Intro** Introduce the topic and new vocabulary in the simplest form	-Pollution -Global warming -Recycling -Renewable energy -Climate change -Conservation -Greenhouse gases -Fossil Fuels	Introduce the new words, demonstrating through pictures and asking students to write them down
5-7 min.	**Context** Introduce the target sentence to put vocab in context	'I think that…' 'In my opinion…' 'I feel strongly about…'	Watch the climate change video; https://www.youtube.com/watch?v=iK_qzk6sJS4 Discuss as class the effects of climate change, using the new words
5-10 min.	**Practice** A topic based task for students to practice language		Put students into groups and give each group a picture depicting a form of climate change. Students must discuss in their groups what they think the picture shows and discuss their opinions on it. At the end of the task, ask each group to present their picture to the rest of the class and explain their opinions on it.
3-5 min.	**Assessment** Test understanding of the class as a whole		Split the class into two teams and give each team the same number of jumbled up statements. Teams must race to unjumble sentences and put their hands up to answer.
3-5 min.	**Cool Down** A fun, calming activity to wrap up lesson.		**Match Up:** Stick two sets of words and pictures on the board and split class into two teams. Ask one student from each team to come to the board and compete to match the word to the picture.

	Reward good behaviour.		