

## LESSON PLAN 1

Date: 19.05.2020

<b>Student-teacher:</b> Esra Metin  <b>Size of Class:</b> 30  <b>Time:</b> 20 mins.  <b>AGE GROUP:</b> 11 - 12 (6 <sup>th</sup> Grade)	<b>LEVEL OF PROFICIENCY:</b> A1  <b>LESSON TITLE:</b> Saving the Planet  <b>DURATION:</b> 20 mins.  <b>TEXTBOOK:</b> MoNE Official Textbook for 6 <sup>th</sup> Grade  <b>EQUIPMENT NEEDED:</b> Visuals, listening text and some interactive exercise pages prepared with Hot Potatoes.
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### OBJECTIVES/GOALS:

By the end of this lesson;

1. Students will be able to recognize, recall and use the phrases “recycle, unplug, cut down trees, drop litter, pollute the air, pollute the seas, turn off the lights, waste water, save energy, harm animals”.
2. Students will be able to extract information from oral texts and fill in the gaps accordingly.
3. Students will be able to scan information from a reading text and assess its accuracy.
4. Students will be able to produce should/shouldn’t sentences using the newly learnt phrases.
5. Students will learn about how to protect their environment, thereby gaining a deeper awareness of the environmental pollution.

1. **INTRODUCTION (WARM-UP):** (How will you introduce the teaching skill/concept?) (2-3 mins)

The teacher starts the lesson by asking the questions:

2. “Is our environment clean?
3. What should we do to keep our world clean?”

## **2. PRE-LISTENING (4-5)**

- a. **VOCABULARY INTRODUCTION:** (What vocabulary must the students understand? How will the vocabulary words be taught so that all students can understand? Which stages will you use?)

The phrases:

Recycle, unplug, turn off the lights, save energy, cut down trees, drop litter, pollute the seas, pollute the air, waste water, harm animals.

The vocabulary will be introduced using visuals grouped into positive/negative connotation, i.e., what we should do / what we should not do. (See materials, vocabulary)

### **b. VOCABULARY CHECK (2-3 mins)**

The teacher tells the students to match the phrases they learnt with appropriate pictures. (See materials, matching exercise)

## **3. WHILE-LISTENING (~10 mins.)**

1. The teacher tells the students that they will listen to Mary, Laura, Martin and Amy. The students listen to the oral text and fill in the blanks accordingly. (See materials, listening exercise)
2. The students complete True/False exercises utilizing the written version of the oral text. (See materials, True/False exercise)

## **4. POST-LISTENING (Contingency or Homework)**

Students produce should & shouldn't sentences appropriate to the given pictures. (See materials, Sentence production exercise)



SAVE  
the  
**PLANET**

# WHAT SHOULD WE DO TO SAVE OUR PLANET?



to recycle

We should recycle.

# WHAT SHOULD WE DO TO SAVE OUR PLANET?



We **should** unplug.

to unplug

# WHAT SHOULD WE DO TO SAVE OUR PLANET?



We **should** turn off the lights.

to turn off the lights

# WHAT SHOULD WE DO TO SAVE OUR PLANET?



We **should** save  
energy.

to save energy



to cut down trees

We shouldn't cut  
down trees.



to drop litter

We **shouldn't** drop  
litter.



We shouldn't  
pollute the seas.

to pollute the seas



to pollute the air

We shouldn't  
pollute the air.



to waste water

We **shouldn't** waste  
water.



We **shouldn't** harm  
animals.

to harm animals

## Matching

### Matching exercise

Match the items on the right to the items on the left.

Check



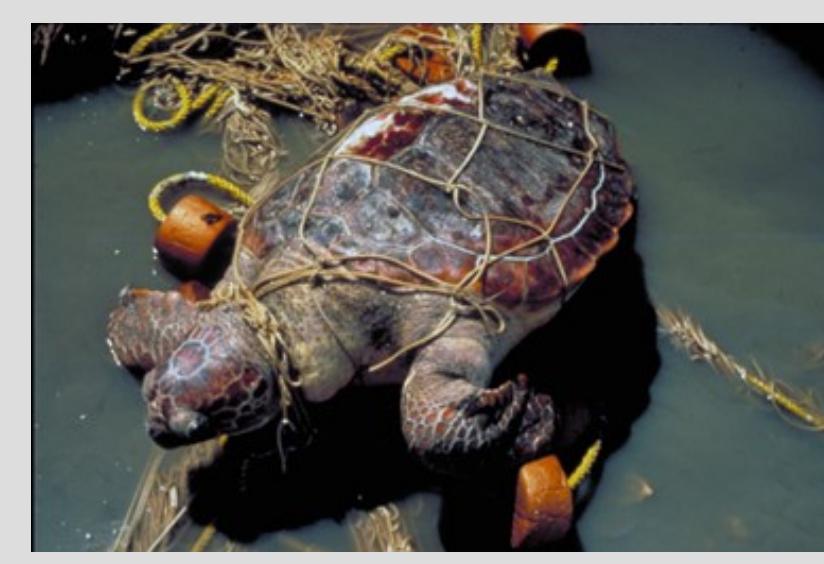
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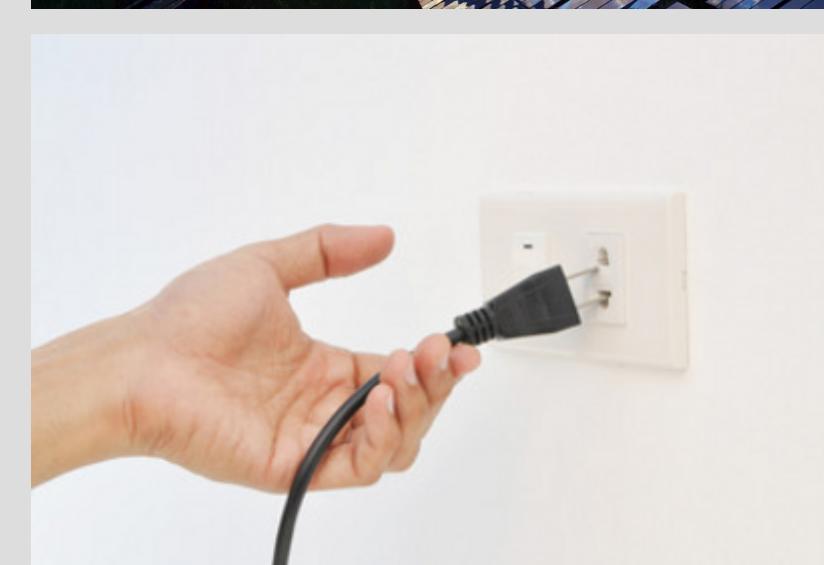
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Check

**Listening & Fill in the Blanks****Gap-fill exercise**

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue.  
Note that you will lose points if you ask for hints or clues!

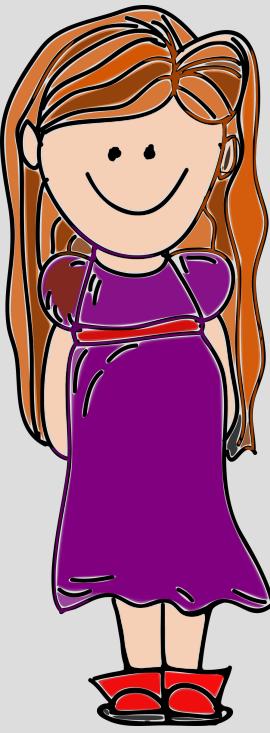
Listen to Mary, Laura, Martin and Amy and fill in the blanks with the correct phrases!



▶ 0:00 / 0:17 [Speaker]

Mary:

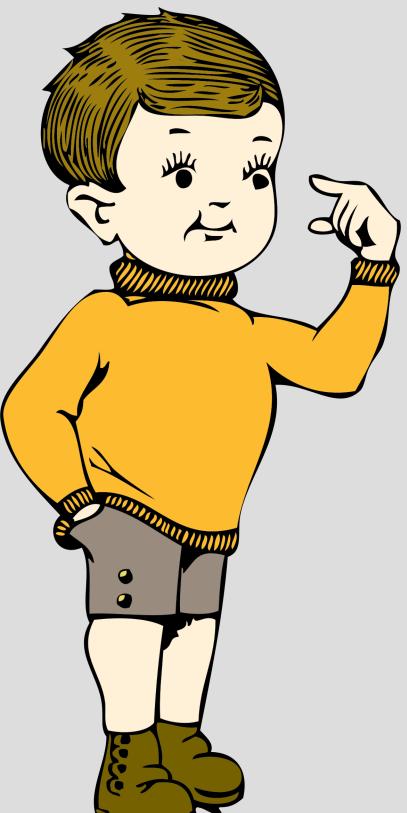
Hi, I'm Mary. I live in Bursa. Usually, there is a lot of traffic in our city. But our school is close to our house, and my brother and I decided to  , because we don't want to  .



▶ 0:00 / 0:29 [Speaker]

Laura:

Hello, I'm Laura. My elder sister Ginny shops a lot. She buys something new every day! But she almost never tidies up. Her room is a mess. There are a lot of plastic packages, carton packages, newspapers and magazines on the floor. Her wardrobe is full of old clothes. Yesterday, my mom told her: " !" I hope she does.



▶ 0:00 / 0:22 [Speaker]

Martin:

Hey, my name is Martin. My brother is a bit careless. When he brushes his teeth, he doesn't turn off the tap. He always leaves the lights on at night. I told him a number of times; " !" or. " !" But he never listens.



▶ 0:00 / 0:19 [Speaker]

Amy:

Hello, I am Amy. I have a cat named Mia. I love animals! In our neighborhood, there are a lot of stray cats and dogs. I always tell my friends: " !". I think everyone should be kind to animals.

**Check** **Hint**

## True/False Exercise

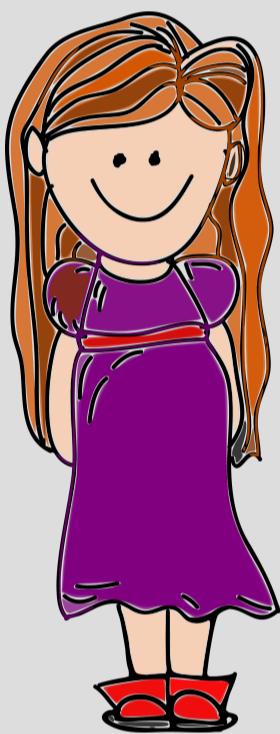
### Quiz

#### Listen to Mary, Laura, Matin and Amy!



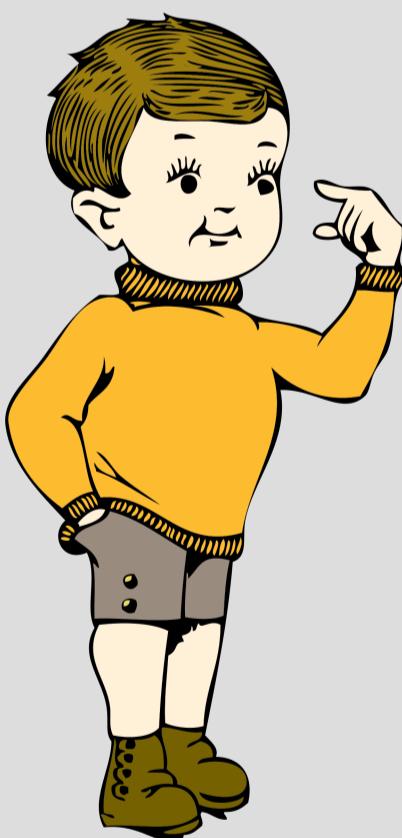
Mary:

Hi, I'm Mary. I live in Bursa. Usually, there is a lot of traffic in our city. But our school is close to our house, and my brother and I decided to walk to school, because we don't want to pollute the air.



Laura:

Hello, I'm Laura. My elder sister Ginny shops a lot. She buys something new every day! But she almost never tidies up. Her room is a mess. There are a lot of plastic packages, carton packages, newspapers and magazines on the floor. Her wardrobe is full of old clothes. Yesterday, my mom told her: "You should throw these to recycle bin!" I hope she does.



Martin:

Hey, my name is Martin. My brother is a bit careless. When he brushes his teeth, he doesn't turn off the tap. He always leaves the lights on at night. I told him a number of times; "You shouldn't waste water!" or. "You should turn off the lights!" But he never listens.



Amy:

Hello, I am Amy. I have a cat named Mia. I love animals! In our neighborhood, there are a lot of stray cats and dogs. I always tell my friends: "Please don't harm animals!". I think everyone should be kind to animals.

Show questions one by one

1. Mary and her brother like to pollute the air.

A. ? True

B. ? False

2. Ginny's mother told her to throw her litter into the garbage bin.

A. ? True

B. ? False

3. Martin's brother should save energy by turning off the lights.

A. ? True

B. ? False

4. Martin tells his brother to turn off the tap to save energy.

A. ? True

B. ? False

5. Amy does not harm animals because she loves them.

A. ? True

B. ? False

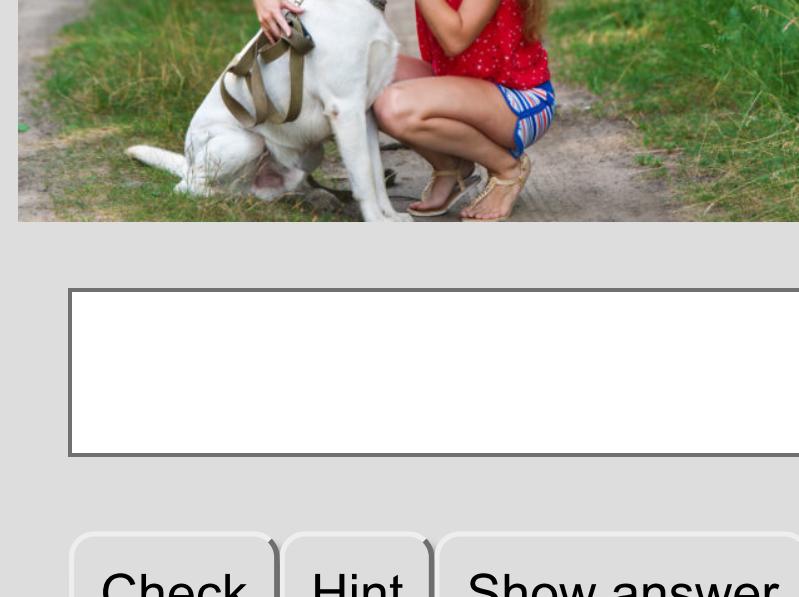
**Sentence Production****Quiz**[Show questions one by one](#)

1. Look at the picture and write a sentence with should/shouldn't.



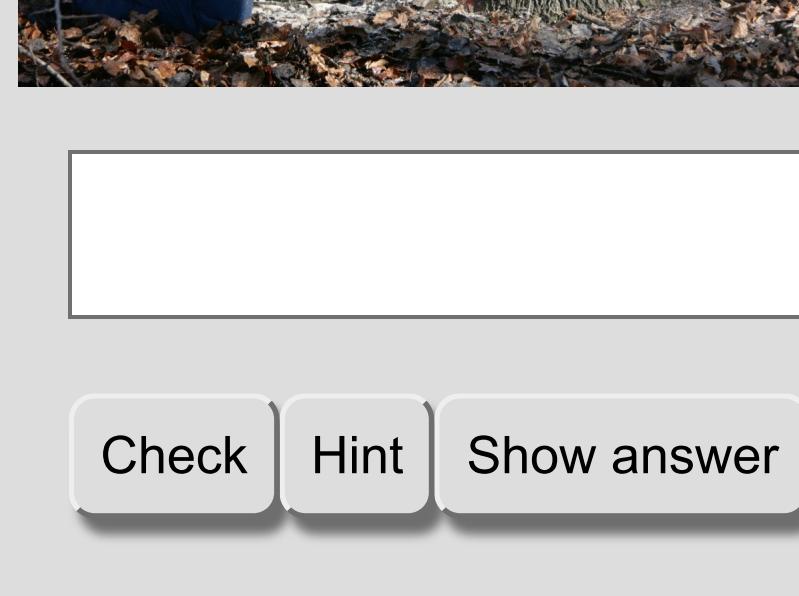
[Check](#) [Hint](#) [Show answer](#)

2. Look at the picture and write a sentence with should/shouldn't.



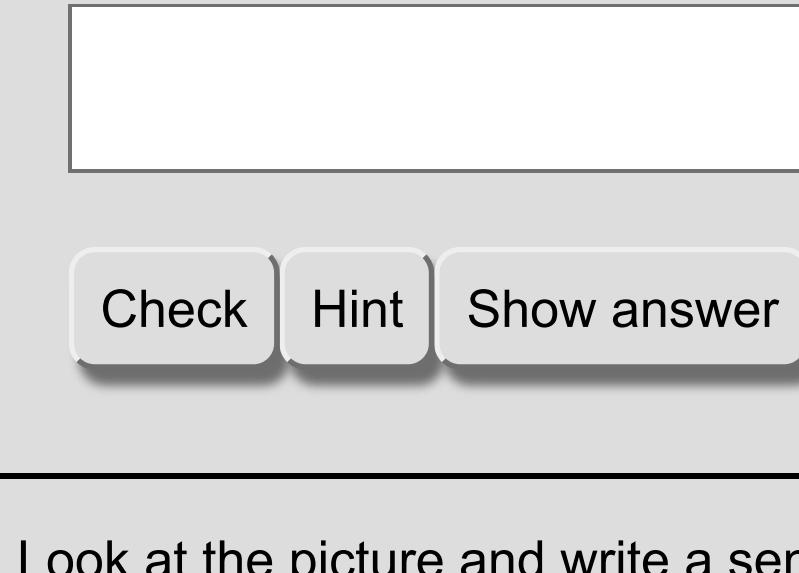
[Check](#) [Hint](#) [Show answer](#)

3. Look at the picture and write a sentence with should/shouldn't.



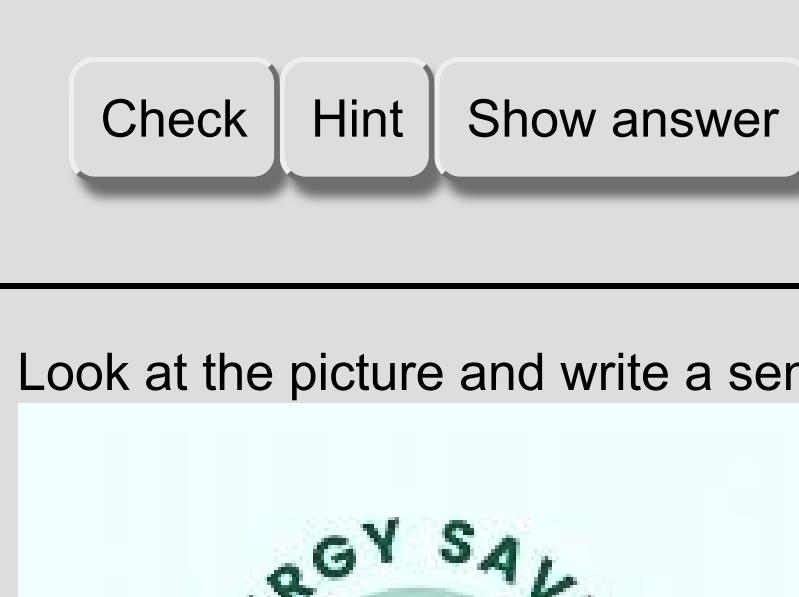
[Check](#) [Hint](#) [Show answer](#)

4. Look at the picture and write a sentence with should/shouldn't.



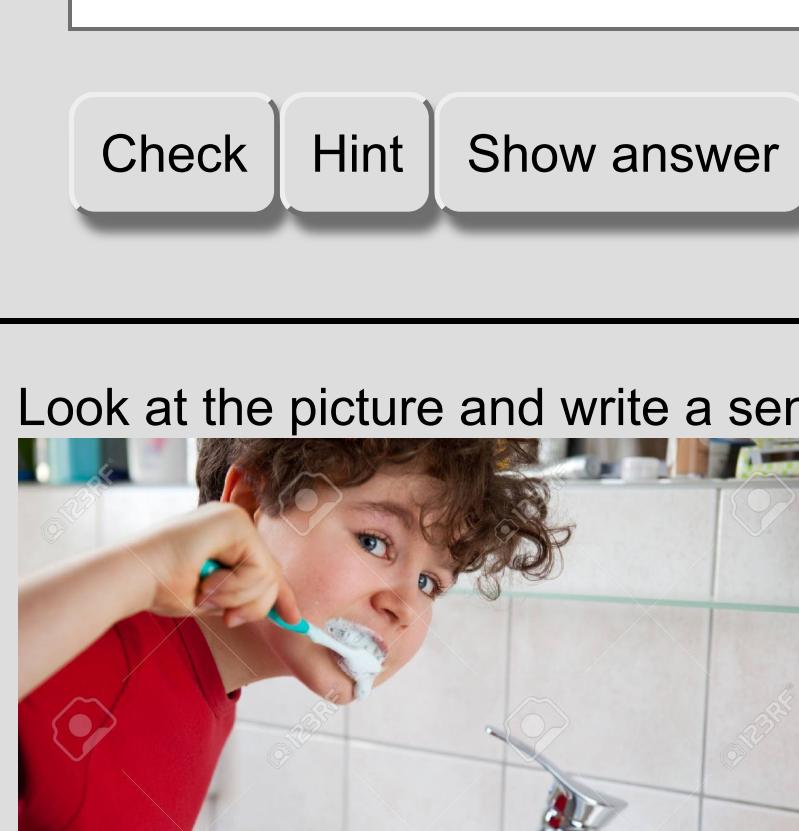
[Check](#) [Hint](#) [Show answer](#)

5. Look at the picture and write a sentence with should/shouldn't.



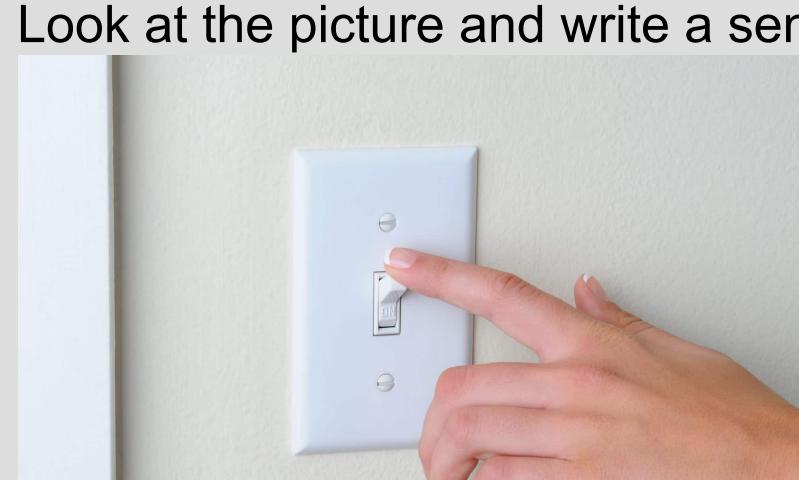
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6. Look at the picture and write a sentence with should/shouldn't.



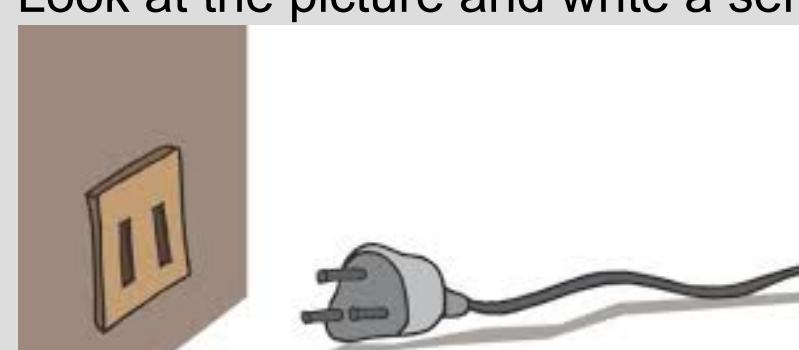
[Check](#) [Hint](#) [Show answer](#)

7. Look at the picture and write a sentence with should/shouldn't.



[Check](#) [Hint](#) [Show answer](#)

8. Look at the picture and write a sentence with should/shouldn't.



[Check](#) [Hint](#) [Show answer](#)

9. Look at the picture and write a sentence with should/shouldn't.



[Check](#) [Hint](#) [Show answer](#)