Proiect didactic

Form: 6th

Type of the lesson: mixed

Topic of the lesson: Save our natural environment

Lesson Aims:
* creating interest in the topic of the lesson;
* allowing Ss to express ideas freely in the topic;
* raising expectations and creating involvement in a given study task and reading for gist;
* raising expectations and creating involvement in a listening task and listening for gist;
* fostering fluency.

Activity 1. Warming up

Aim: T checks if Ss have done their homework correctly.
Procedure: T – ST; 5 min
* T asks Ss to read their paragraph about their Biology school discipline

Activity 2. Listening

Aim: developing listening and speaking skills.
Procedure: PW; 10 min
* Ss listen to the recording,
* Working in groups, T asks Ss to read the information on the worksheet received and to appreciate if they are True or False considering the recording listened
* T sees if there is agreement across the class about the meaning of the discution between the 4 characters
*T asks Ss to descover the problem of natural environment they find in the discussion of the four characters- the use of a car instead a bike_the problem of pollution

Activity 3.Reading
*Role play-Ss read the audio script- worksheet 2- then T plays the recording again
                                                    PW; 13 min

*Activity 4.*Working in groups- Environment- task 1

Aim: practising the use of adjectives and verbs about the natural world.
Procedure: PW; 6 min

* T asks Ss to use in 2 sentences at least one given adjective and verb about the natural world
* Ss work in groups of five to write sentences about the natural world;
* T checks answers.

Activity 5. Working in groups- Environment- task 2

Aim: practising the use of the place and conditions in which people live and work, or things exist
Procedure: PW; 10 min
* T asks Ss to find using the Internet the information about the place and conditions in which people live and work, or things exist in nature
* Ss work in groups of five to find the information required about the place and conditions in which people live and work, or things exist in nature
* T checks answers.

Activity 6. Working in pairs- Collocations with "environment"
Aim: developing vocabulary skills.
Procedure: PW; 5 min
* T asks Ss to write 2 sentences using words often used in combination with "environment"- Worksheet 4-, working in pairs and trying to talk about saving the planet;
* T helps when necessary.

Activity 7. Homework – Saving the Earth together

Aim: developing reading and writing skills.
Procedure: PW; 1 min
*T asks Ss to write a 10 to 30 lines paragraph trying to convince the people why to use non-polluting transport, giving arguments starting with the text on Worksheet 5 "The car of the future?" .

Webliography:

https://www.macmillandictionary.com/collocations/british/environment

https://dictionary.cambridge.org/collocation/english/environment

https://linguapress.com/intermediate/car-of-the-future.htm

https://learnenglish.britishcouncil.org/general-english/big-city-small-world/series-3/episode-05-environmental-issues

Worksheet 1

True(T) or **False (F)?**

1. Tony isn't at work because he is ill.
2. Harry has cycled in to the café.
3. Harry plays football every day.
4. Johnny drives everywhere.
5. Magda thinks the public transport in London is good.
6. Johnny thinks cycling is safe in London.
7. Olivia is concerned about the planet.
8. Carlos is not very busy.

Worksheet 2

Audio script

Harry: Hey there!
Olivia: Hi, Harry, come and have a seat!
Harry: OK – I'll just get a coffee. Hang on ... Where's Tony?
Magda: He's off sick.
Olivia: And you'll notice that there's a new chef in here!
Harry: Carlos! What's he doing working here?
Magda: He's taken over while Tony's away.
Harry: Well, good on him – he's always wanted his own restaurant! I guess this café will have to do for now.
Olivia: Yeah. It's good experience for him!
Harry: Carlos! Hey, Carlos! Could I have a coffee, mate?
Harry: Carlos? Hello!? ... Well, I hope he's a good chef, because he's a terrible waiter!
Olivia: Oh, go on. Give him a break!
Magda: Yeah – it's really busy in here right now. Be patient!
Harry: Busy? Yeah – tell me about it! Everywhere is today – I couldn't find anywhere to park my car. I had to leave it miles away.
Olivia: Park your car? I thought you took your bike everywhere!
Harry: Well, I used to, but sometimes it's just easier to drive, isn't it?
Magda: Lazy!
Harry: I'm not lazy! I do lots of sport – play football every week.
Olivia: Do you drive to the football pitch?
Harry: Erm, yeah ... Usually ...
Olivia: You should use your bike more often. It's better for you, and for the environment!

Johnny: Hello, all! Hey, is that Carlos behind the counter?
All: Yes, it is.
Johnny: What's he doing there?
Olivia: Long story!
Johnny: Blimey ... Have you seen the traffic out there?
Olivia: Not you as well?!
Johnny: Me what?
Olivia: Driving!
Johnny: Of course I drive. How else would I get around?
Magda: I always use public transport. It's very good here in London, even if it's quite expensive.
Olivia: Not as expensive as a car.
Harry: That's true.
Olivia: You should all cycle more!
Johnny: I'm not cycling. It's tiring, and dangerous!
Harry: And the weather here is terrible – cycling in the rain isn't any fun!
Magda: That's true. That's why I get the tube or the bus.
Olivia: Well, I think you should all think about your health and the future of the planet!
Harry: Yeah, yeah, yeah ... whatever ...
Olivia: It's important! Cars make so much pollution!
Magda: Yeah – Olivia's right!
Johnny: Scientists are finding ways to stop pollution – that's their job.
Olivia: Maybe, but we should all help to help the planet!
Harry: I don't know about the planet. I just think right now we should try to help Carlos!

Worksheet 3

1.the natural world
Adjectives frequently used with environment
natural: global, natural, physical
E.g.It's madness that the destruction of the natural environment continues unhindered.
of a particular type: aquatic, coastal, desert, marine, rainforest
E.g.Every country has an interest in the sustainable management of the marine environment.
Verbs frequently used with environment
protect the environment: conserve, preserve, protect, safeguard
E.g.We need to develop the land in a responsible way which protects the environment .
harm the environment: affect, damage, degrade, destroy, harm, pollute
E.g.In most cases waste products are burned, polluting the environment.)

Worksheet 4

Collocations with "environment"

academic environment   aquatic environment
alien environment   artificial environment

challenging environment	living environment
changing environmen	marine environment
classroom environment	natural environment
clean environment	noisy environment
coastal environment	nurturing environment
comfortable environment	online environment
competitive environment	operating environment
complex environment	peaceful environment
computing environment	physical environment
controlled environment	regulatory environment
cultural environment	restrictive environment
current environment	rural environment
diverse environment	safe environment
dynamic environment	secure environment
educational environment	sensitive environment
extreme environment	social environment
global environment	stable environment
harsh environment	sterile environment
healthy environment	stimulating environment
hostile environment	strategic environment
ideal environment	structured environment
immediate environment	supportive environment
indoor environment	surrounding environment
institutional environment	teaching environment
intellectual environment	unique environment
internal environment	urban environment
international environment	virtual environment
learning environment	working environment

Worksheet 5 - The Car of the Future ?!?

Here is the car of the future!

This car is the opposite of todays' cars; today's cars are **noisy** and dirty, this one is silent and clean. Today's cars have wheels, this one does not. It moves like a **snail**, but much faster than a snail !

This car will use electric energy, not **petrol or gasolene**; it will have batteries that can be recharged instantly from chargers in the road. It will also be very easy to drive.

In fact, you won't need to drive it; it will drive itself. You will just need to tell the computer: "Go to X" and the car will go there. Also, it will reach X very quickly, much faster than today's cars. It will also be very safe and comfortable.

A lot of the technology already exists, but it is very experimental. Already today scientists are developing new materials for the surface of roads: In fifty years from now, perhaps sooner, some new roads will **capture** solar energy : they will store this energy under the road, and some cars will be able to use it.

However you probably won't ever drive a "snail car", even if you're under 20 today. This, perhaps, is the car of the year 2100, the car that your grandchildren will maybe drive.

Driving will be nice in the 22nd century ! No pollution, no **traffic-jams**, no stress.

If, of course, we reach the 22nd century....With all today's problems of global warming, pollution, viruses and natural resources, nothing is certain any more. Scientists have lots of ideas about the car of the future: but the future itself is perhaps less sure.....

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