**Short-term lesson plan for secondary school teachers**

**Unit:** Our planet

**Teacher’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_

**Grade:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The number of students present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The number of students absent:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The theme of the lesson:** Environment

**Learning objectives:**

**9.6.17.1** use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics

**9.3.7.1** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics

**Lesson objectives:**

By the end of the lesson most students

All learners will be able to:

- recognize and use nouns related to the environment.

- construct the sentences using the first conditional with support.

Most learners will be able to:

- construct the sentences using the first conditional to talk about possible situations with minimal support.

Some learners will be able to:

- apply the first conditional to talk about a future situation and its consequences without support.

**The procedure of the lesson**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson stage/timing** | **Teacher’s activity** | | **Student’s activity** | **Assessment** | **Recourses** |
| **Lead in activity**  **(5 min)** | People’s actions or activity can either save the environment or destroy it.  Constant destruction of the environment can lead to the environmental problems.  Some people’s decisions can lead to the following environmental problems.  Let’s revise environmental problems: look at the pictures and match them with the names of environmental problems. | | Students look at the picture and guess the topic of the lesson: The Environment.  Match the pictures with the names of environmental problems.  1) water pollution  2) deforestation  3) air pollution  4) energy waste  5) rubbish | Teacher’s assessment | - picture of the planet earth  - Handouts with the task |
| **New vocabulary: the environment**  **(5 min)** | Our conscious decisions can help to preserve healthy environment.  - Revise key words on environment: handout for students: three key actions to save the environment: reduce/reuse and recycle (to make our environment healthy). Write down key verbs into vocabulary copybook. | | Ss listen to the words and repeat chorally or individually  Ss write down new words into their vocabulary copybooks | Self-assessment | -handouts with the words |
| **Vocabulary practice: the environment**  **(10 min)** | Complete the table, using the phrases below. Add your own phrases, if you can  Teacher monitor student’s activity and help them, if they have any difficulties | | Students complete the table, using the phrases below. Add your own phrases, if you can | Peer-assessment | -handouts with the task |
| **Grammar revision: first conditional**  **(5 min)** | Two sentences are on the board  If we don’t use public transport more often, we won’t reduce the amount of air pollution.  Unless we use public transport more often, we won’t reduce the amount of air pollution.  T hands out grammar rule for students and explain it | | Ss glue grammar rule into their grammar copybooks and make some additional notes  Ss ask questions if they don’t understand grammar rule | Whole-class assessment | Card with the grammar rule for each student |
| **Controlled grammar practice**  **(8 min)** | Teacher explains the task and monitors students’ activity and help them, if they have any difficulties | | **Task 1.** Choose the correct words. Then complete the sentences with the correct form of the verb.  1) If, won’t get.  2) unless, don’t stop  3) will miss, unless  4) won’t know, unless  5) will get, if  **Task 2.** Complete the first conditional sentences. Use the correct form of two phrases in the box in each sentence.  1) Unless they hurry, they'll miss their plane.  2) If they don't leave, he'll call the police.  3) Unless they stop talking, she'll get angry.  4) Unless we change the laws, the streets won’t be safe.  **Task 3.** Write sentences with if or unless. Use the words. Don't change affirmative verbs to negative or negative to affirmative.  1) Unless he leaves now, he'll miss his train.  2) Unless you do that exercise now, I'll make you finish it after school.  3) Mum won't let us go to the cinema if we don't tidy our bedroom. | Peer-assessment  Self-assessment | - handouts with grammar tasks |
| **Freer grammar practice**  **(5 min)** | Teacher explains the task and monitors students’ activity and help them, if they have any difficulties | | Use the cause of the environmental problems and their solutions from task 1 and write 6 first conditional sentences, using sample pattern | Self-assessment | Handouts with grammar task |
| **Reflection**  **(2 minutes)** | | How well do I understand?  4 - I can do this and explain it to someone else.  3 - I understand and can do this by myself.  2 - I need more practice.  1 - I don't understand this yet. | | | | |
| **Homework** | | | **-Learn new words: environment.**  **-Learn grammar: first conditional.**  **-Ex 2 p 35 (write the complete sentences / underline the verbs / circle if or unless).** | | | |

**Environment**

**Task 1. Match the pictures with the names of environmental problems.**

energy waste water pollution air pollution deforestation rubbish

1)  2)  3) 

4)  5) 

**Three key actions to save the environment:**



**Other vocabulary**

Leftovers – остатки еды

Renewable energy – возобновляемые источники

энергии

Consume / consumption = use – потреблять,

потребление

Produce – производить

Invest in – инвестировать, вкладывать деньги во

что-то

Power plant – электростанция

**Task 2. Complete the table, using the phrases below. Add your own phrases, if you can.**

throw away too many leftovers use renewable energy (wind, wave, hydro)

eat everything we buy ride a bike cut down the number of products we buy

consume natural resources too quickly reduce petrol and diesel consumption

use your own bag while shopping buy and eat fruit, vegetables, rice and other groats

use public transport produce a lot of meat products

put solar panels on the roof of your house turn the heating down a few degrees

use and throw a lot of plastic bags use petrol and diesel cars

invest in power plants that produce renewable energy

recycle used paper, glass and plastic use electric cars

|  |  |  |
| --- | --- | --- |
| **Environmental problem** | **The cause of the problem** | **Solution** |
| Rubbish |  |  |
| Air pollution |  |  |
| Energy waste |  |  |

**First conditional**

**Task 1. Choose the correct words. Then complete the sentences with the correct form of the verb.**

1) **If / Unless** you don't finish your vegetables, you \_\_\_\_\_\_\_\_\_\_\_ (not get) any ice cream.

2) The teacher will get angry **if / unless** the students \_\_\_\_\_\_\_\_\_\_\_ (not stop) talking.

3) We \_\_\_\_\_\_\_\_\_\_\_ (miss) our train **if / unless** we leave now.

4) The teacher \_\_\_\_\_\_\_\_\_\_\_ (not know) what's wrong **if / unless** you tell him.

5) They \_\_\_\_\_\_\_\_\_\_\_ (get) home in time **if / unless** they don't miss their bus.

**Task 2. Complete the first conditional sentences. Use the correct form of two phrases in the box in each sentence.**

they / miss / their plane

we / change / the laws

they /not leave

she / get / angry

the streets / not be /safe

he / call / the police

they / hurry

they / stop / talking

1) Daniel and Anna are late for their flight to Paris.

Unless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) There are people fighting outside Tom's house.

If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) The students in Mrs. Brown's class are being too noisy.

Unless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) Crime is a problem in our country.

Unless \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 3. Write sentences with if or unless. Use the words. Don't change affirmative verbs to negative or negative to affirmative.**

1) he / leave now / he / miss / his train

2) you / do that exercise now / I / make you finish it after school

3) Mum / not let / us / go to the cinema / we / not tidy our bedroom

**Task 4. Use the cause of the environmental problems and their solutions from task 1 and write 6 first conditional sentences, using sample pattern**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| If | people | \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | it | reduce / increase the amount of |
| Unless | individuals | Limit the risks of |
| Improve the quality of\_\_\_\_\_\_\_\_\_\_\_\_ in cities / in the world / in our planet |

**Homework:**

-Learn new words: environment.

-Learn grammar: first conditional.

-Ex 2 p 35 (write the complete sentences / underline the verbs / circle if or unless).

|  |  |  |  |
| --- | --- | --- | --- |
| **First conditional**  **(условные предложения первого типа)** | | | |
| Мы используем **first conditional**, когда говорим о действии, которое произойдёт в будущем, если будет выполнено условие.  Условные предложения состоят из двух частей: main clause (главное предложение) и if clause(придаточное предложение) | | | |
| **If – если Unless = if not – если не V (verb- глагол)** | | | |
|  | **If clause** | | **Main clause** |
| Форма глагола | Present Simple | | Future Simple |
| Утвердительная форма глагола | I, you, we, they, plurals | V | will + V |
| He, she, it, singular | Vs |
| Отрицательная форма глагола | I, you, we, they, plurals | don’t + V | won’t + V |
| He, she, it, singular | doesn’t + V |
| Утвердительная форма глагола be | I am  he / she / it / singular is  you / we / they / plurals are | | will be |
| Отрицательная форма глагола be | I am not  he / she / it / singular isn’t  you / we / they / plurals aren’t | | won’t be |
| Если слово if находится в начале предложения, то между главным и придаточным предложениями СТАВИТСЯ ЗАПИТАЯ  *If the weather isn’t fine, I won’t go for a walk* | | | |
| Если слово if находится в середине предложения, то ЗАПЯТАЯ между главным и придаточным предложениями НЕ СТАВИТСЯ. *I won’t go for a walk if the weather isn’t fine* | | | |
| Unless = if not *I won’t go for a walk unless the weather is fine* | | | |