**LESSON PLAN**

**ENVIRONMENTAL ISSUES: Problems & Solutions**

**Learners:**  sixteen (16) **5th grade** primary- school pupils of pre-intermediate linguistic level, mixed ability, monolingual (Greek speaking), approx. 10-11 years of age

**Language focus**

**1. Structures:** Be going to, Will

**2. Vocabulary:** lexis related to environmental issues

**Lesson duration:**  45-50 min

**A Brief Description of the Designed Teaching Session**

The designed lesson starts with a warm up activity where learners (Ls, hereafter), being presented with a comic strip, are invited to comment on the message conveyed through it. In this way activation of prior schemata on the topic is achieved.

The following stage deals with a linguistically- focused power point presentation, where Ls, employing lexis related to the environment plus future constructions, produce small or longer chunks of spoken discourse.

In the reading stage Ls are encouraged to go through a short poem and contemplate on the poet , his/her feelings as well as on the messages he/she wishes to convey. Then, focusing on the communicative practice/writing phase, Ls are challenged to imagine that the poet, ( i.e. the Earth ) , is a neglected child standing right in front of them, alive, and is looking forward to some consoling /reassuring answers to its questions. (The idea is adopted by the "Magic-If theatrical technique firstly introduced by Stanislavski, the founder of the Russian Art Theatre). Ls, divided in groups, are encouraged to make up a number of sentences employing the pre-taught grammar structures. The group that presents the class with the most consoling sentences (after voting) is awarded the title of "The most compassionate group of the week"! The teaching session ends with the pupils' favourite TPR (total physical response) game entitled "Simon says" , through which their kinesthetic intelligence is addressed.

**Teaching aims:**

To encourage Ls to exploit L2 in a meaningful context by engaging them in a number of varying degrees of control tasks

**Learning objectives**

To assist Ls in handling the target language effectively by means of

→ training them into exercing higher order thinking & reasoning skills

→formulating spoken discourse based upon model language

→ practising the future tense (be going to & will) in various contexts and relating it to particular functions

→ prompting interaction and reinforcing pair & group work encouraging thus collaborative learning

→ promoting learning through skills integration and metacognition development

**Classroom facilities/Aids:** Whiteboard, computer, overhead projector, photocopies

**Assumptions**

• Ls are familiar with the topic (language focus and skills to be practised), therefore any language phobia is most likely to be eliminated

•They are keen on taking part in code-control games, therefore they are expected to get motivated

•They enjoy tasks which allow them to experiment with the language

**Anticipated problems**

• Lack of fluency due to their low linguistic competence may lead them to resort to mother tongue use, even when the focus is on interaction through L2

• Game -like tasks may inhibit the smooth progress of the lesson, as they work as a "stirrer"

• Cooperation within groups may also cause difficulties, as some learners may try to dominate the floor provided they are linguistically more advanced than others. As a result reserved or linguistically less able pupils may feel intimidated and thus reluctant to participate in the group tasks

•Time allotted may prove insufficient

**Possible solutions**

• Ls must be encouraged to make use of the target language as frequently as possible, and especially when the focus is on communicative speaking practice. If the T tries to assure them that there is no problem with making language slips and mistakes, pupil intimidation and reluctance in task participation might be mitigated, if not totally avoided

• Obstacles reserved pupils may face could be minimized by clear and precise instructions. Provision of ample time is another solution, which however may entail expanding task implementation time, fact that can 'undermine' the smooth progress and thus completion of the designed lesson plan. Yet, it is of vital importance to stress here that the language teacher's ultimate concern should be appropriate scaffolding provision in order to help young learners get essentially involved in the learning process, which in turn can progressively lead to language assimilation and acquisition and therefore to higher self esteem

• If a designed activity is not completed due to time shortage, then it should be carried out during the subsequent lesson. In this way learners are unlikely to lose sight of the learning objectives of the whole teaching instruction

Below follows the lesson plan schematically

**THE LESSON PLAN SCHEMATICALLY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage/ Procedure** | **Learning objectives/skills** | **T/L Role /interaction** | **Time** |
| **warm up/reading**  (T writes a "Zoom word" on the board. Ls should be paying attention to what she says, throughout the lesson, in order to be able to spot the zoom word. The pupil who manages to spot it first is the winner.)  T explains briefly what the lesson is going to be about and then presents Ls with a Comic strip on recycling. Ls are invited to contemplate on the meaning conveyed through the cartoon. | To encourage Ls to follow the T closely by means of a word a game  To initiate the topic and activate prior knowledge on the subject  To exercise reasoning skills | T-Ls | 7-10' |
| **Speaking stage**  Ls, arranged in pairs, are instructed to watch a power point presentation related to a number of environmental issues and provide their response employing familiar vocabulary and the structures "be going to" & "will". More specifically, they are presented with an environmental problem and they are expected to provide a solution. | To assist Ls in revising/ consolidating vocabulary related to environmental issues  To stimulate higher order thinking skills  To focus Ls' attention on linguistic elements, i.e, appropriate use of future structures | T-Ls  Ls-Ls | 15' |
| **Writing stage/ communicative practice**  Ls, divided in groups, are provided with a poem and are asked to find out who the poet might be and what message it may convey. Then, they are challenged to imagine that the poet (i.e., the planet Earth), is a neglected child, who is standing right in front of them and is begging for consolation and comfort.  Each group is invited to make up four (4) consoling/ reassuring sentences based on the 'poet's' questions, employing the future tense + the vocabulary related to the topic.  L2 use is exhorted, whereas each group appoints its secretary.  A representative of each group speaks out the sentences. They vote for the most consoling/reassuring ones.  The winner group is nominated "the most compassionate group of the week"! | To encourage Ls to make inferences  To further expose them to the target linguistic elements by means of involving them in a fairytale- like task  To encourage accurate & appropriate formulation of small or longer chunks of written discourse  To promote negotiation skills and reinforce collaboration | Ls-Ls | 15' |
| **Bingo game**  T writes newly-learnt vocabulary on the board. Ls choose one word and T crosses out all but one. The winners are the pupils whose chosen lexis is read out by the T. | To create a relaxing atmosphere and simultaneously promote newly-learnt vocabulary assimilation | T-Ls |  |
| **'Simon says' game** | The lesson ends with their favourite game "Simon says" | To address their kinesthetic intelligence and help them let steam off | T-Ls |