

Unit 1

Save the Earth

Function: *Talk about environment problems and possible solutions*

Level: *Pre- intermediate*

Grammar: *Imperative forms*

Vocabulary: *Words and expressions related to the environment*

Pronunciation: *sounds of /s/ and /f/*

Text genre: *Posters*

Objective: *Enable students to talk about problems and present/suggest solutions related to the environment using imperative form.*

Save the Earth !!!

When you hear the word EARTH what comes to your mind? What kind of problems do you face nowadays that involve our planet?



Do you know the North American TV series *Everybody Hates Chris*? Watch part of an episode and circle the right answer:

a) What's the main topic of their conversation in the classroom?

Thanksgiving Day	Martin Luther King	Earth Day
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b) According to the teacher, people are destroying the planet with:

Cans, plastic bags and bottles	Cigarettes	Delicious food
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c) What's Chris going to do for his special assignment?

Recycle water bottles	Write posters	Collect and recycle cans
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d) What does Ms. Morello suggest Chris to do?

Keep the trash in his house.	Use the money to help the environment and plant a tree.	Build something with the bottles.
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Look



Let's talk!

- a) What is the poster about?
- b) What can you say about the sentence below the picture? How about the child's face?
- c) What kind of problems can you see just looking at the picture?

Think and say!

Is it possible to help the Earth? How can you do it? Compare your answers with the poster below.



- ✓ What can you predict from the Earth's face?
- ✓ Who is this poster drawing attention to?
- ✓ *The Earth is crying, asking for help...* This sentence is an example of personification. What can you understand from the sentence?

Grammar / vocabulary focus

- 1) Read the sentences on the right side at the bottom of the poster. What actions does it suggest to stop global warming? Write them down and highlight the verbs.

2) Match the expressions below with the pictures:

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 ()	) () () () (

- | | |
|---|---------------------------------------|
| a) <u>Reduce</u> the water you use. | f) <u>Stop</u> littering. |
| b) <u>Recycle</u> glass, paper and plastic. | g) <u>Refuse</u> plastic bags. |
| c) <u>Take</u> a shorter shower. | h) <u>Buy</u> rechargeable batteries. |
| d) <u>Plant</u> a tree. | i) <u>Reuse</u> your shopping bags. |
| e) <u>Conserve</u> energy. | j) <u>Eat</u> less meat. |

Pronunciation: / s / and / ʃ /

1) Practice saying these sentences:

/ s / Reduce ce paper. / Recycle glass and plastic. / Stop littering.
 / ʃ / Take a shorter shower. / National Geographic website is efficient. /
 Temperature in Russia has been risen.

2) Complete the chart with these words: sure, surround, sign, official, pollution, show, recent, Russian, sun, ice.

/ s /					
/ ʃ /					



What's our individual responsibility? What kind of attitudes can help saving the planet? Think about what you have recently done to help the environment.

Writing

Save the planet!

Think about how your everyday attitudes at school can impact the environment. What could you do or avoid doing at school to be conservationist? Share your ideas in group.

Create posters with sentences that let people think about their responsibility with the planet. Your work should consider what attitudes could be taken at your own school (use recycled paper, turn off the lights when you leave, for instance). Those posters will be in the classrooms, school office, library, restrooms, playground, etc. Wherever people can see and really act!

Self assessment



In this lesson I learned...

Recognize words and expressions related to the environment.	YES	I NEED MORE PRACTICE	NO
Give suggestions on how to be conservationist, using imperative verbs.	YES	I NEED MORE PRACTICE	NO
Pronounce the sounds /s/ and /ʃ/.	YES	I NEED MORE PRACTICE	NO
Recognize individual actions that can impact the environment.	YES	I NEED MORE PRACTICE	NO

Unit 1 - Save the Earth

Lesson plan:

This lesson is designed to pre-intermediate students (teenagers on sixth/seventh grade) and it can be developed in two hours (one hour each class). It deals with situations related to the environment. The grammatical and lexical focus is on imperative verbs and words/expressions involving the planet, its problems and possible solutions to help saving it. The pronunciation focus looks at the sounds of / s / and / ʃ / which occurs in some sentences through the lesson.

Part I (warm up)

Write the word EARTH on the board. Ask students to say as many words and expressions that come to their mind that relates to the planet and its problems. Some SS may say some words in Portuguese. Write them in English on the board. Repeat and check all the things written. Errors may occur as part of natural flow during this stage. Let students free to make them feel more comfortable to engage in the task. The teacher can also ask some questions to SS that lead them to specific vocabulary that may appear throughout the lesson.

Possible answers: Trees, pollution, trash (cans, bottles, paper, plastic), global warming, greenhouse gases.

Part II (listening)

Ask students if they know a famous North American TV series called *Everybody Hates Chris*. By this time the teacher can mention that these programs are traditional in the USA and how SS call their teachers (Mr./ Mrs./Miss/Ms). It is also possible to briefly discuss Ms. Morello's behavior against Chris, the only one black boy at school. Although this is not the main point of the lesson, it can be an opportunity to highlight the teacher's attitude. Explain that the main character is a teenager who studies at Corleone Junior High School. Play the first 1'40 seconds of the video (books closed). Ask SS to open the book and do the exercise. Repeat the video if necessary.

Transcript:

N: Narrator (voice) , **T:** teacher , **C:** Chris , **G:** Greg

N: Every school year, there were always days when students had to do special assignments.

T: Good morning, everybody.

N: Some were easy, like Thanksgiving.

T: Your assignment is to write a report about what you're thankful for.

N: And Martin Luther King Day.

T: Your assignment is to write report about what you would dream about if you were about to be shot.

N: Some were a lot harder.

T: This week is my favorite holiday: Earth Day. Or, as you would say, Chris, *Earf* Day.

N: If you live on Earth, isn't every day Earth Day?

C: What's Earth Day?

T: Well, Chris, people are destroying the planet with things like plastic bags and cans, bottles and indestructible food stuffs. On Earth Day, we put forth our best efforts to save the planet.

N: I thought saving the planet was a waste of time; because I was too busy trying to save me. I tried saving my face. I tried saving my ass. I even tried saving my future kid's ass. To this day, I love geography.

T: Your assignment is to do something you think will help save the Earth. Greg?

G: You mean something like building a solar-powered tanning bed?

N: Isn't that what the beach is?

T: That's very good, Greg. Chris, what would you like to do?

N: I knew my dad had a truck and Bed -Stuy was a mess. So I had the perfect project.

C: Uh, collect cans and recycle them?

T: That's wonderful. Then you could take the money and do something for the environment. You could plant a tree.

Check answers:

- a) *Earth Day*
- b) *Cans, plastic bags and bottles.*
- c) *Collect and recycle cans.*
- d) *Use the money to help the environment and plant a tree.*

Part III (speaking / problems)

Give SS some time to look at the poster. Ask them the questions written on the book. You can add some information that SS may say and write them on the board. It is possible to discuss some other problems mentioned on the text below the poster.

Possible answers: *Next generations will suffer, wildfires, global warming, Arctic ice melting.*

This text is part of the first poster:

As reported at National Geographic website, global warming is a subject that shows no sign of cooling down. Earth is already showing many signs of worldwide climate change. Now let's see some facts about our lovely mother earth.

- Average temperatures have climbed 1.4 degrees Fahrenheit (0.8 degree Celsius) around the world since 1880, much of this in recent decades, according to Nasa's Goddard Institute for Space Studies.
- The rate of warming is increasing. The 20th century's last two decades were the hottest in 400 years and possibly the warmest for several millennia, according to a number of climate studies. And the United Nations' Intergovernmental Panel on Climate Change (IPCC) reports that 11 of the past 12 years are among the dozen warmest since 1850.
- The Arctic is feeling the effects the most. Average temperatures in Alaska, western Canada, and eastern Russia have risen at twice the global average, according to the multinational Arctic Climate Impact Assessment report compiled between 2000 and 2004.
- Arctic ice is rapidly disappearing, and the region may have its first completely ice-free summer by 2040 or earlier. Polar bears and indigenous cultures are already suffering from the sea-ice loss.
- Glaciers and mountain snows are rapidly melting – for example, Montana's Glacier National Park now has only 27 glaciers, versus 150 in 1910. In the Northern Hemisphere, thaws also come a week earlier in spring and freezes begin a week later.
- Coral reefs, which are highly sensitive to small changes in water temperature, suffered the worst bleaching – or die-off in response to stress – ever recorded in 1998, with some areas seeing bleach rates of 70 percent. Experts expect these sorts of events to increase in frequency and intensity in the next 50 years as sea temperatures rise.
- An upsurge in the amount of extreme weather events, such as wildfires, heat waves, and strong tropical storms, is also attributed in part to climate change by some experts. (source: <http://www.nationalgeographic.com>)

Part IV (speaking and reading/solutions)

Focus on the second poster. After mentioning the problems now it is time to ask SS to propose some solutions to save the planet. Once again the teacher may help SS to say things in English. The teacher may explain to SS that personification is giving human traits (feelings, characteristics, behavior) to non-living objects. Encourage them to say other sentences related to environment using the same strategy. Highlight differences between garbage/trash (AME) and rubbish (BR).

Possible answers: *Reduce water and energy people use, stop littering, reuse whatever we can, go walking instead of using cars, recycle paper, plastic and glass, plant trees.*

Part V (grammar and vocabulary focus)

The teacher may use classroom language as example (close the door, open the book, do the exercise, sit down, etc.) Ask SS to do the exercise and draw their attention to generalize a rule in terms of the verb tense (imperative).

Check answers:

- 1) *Stop* littering, *choose* energy efficient appliances, *take* a shower instead of a bath, *switch* off electronic applications.
- 2) B- A – I – J -G / E- D- F- H- C

Part VI (pronunciation)

Focus on the sentences and elicit the highlighted letters have the sound between slashes. It may be easier to SS recognize /s/ sound. Introduce /ʃ/ sound and let them practice. Draw their attention to different spelling and same sound. Ask SS to say other words that have the same sound. Write their suggestions on the board dividing them in two columns. Let students pronounce sentences first. Focus on the exercise.

Check answers:

/ʃ/	<i>sure</i>	<i>Official</i>	<i>Pollution</i>	<i>show</i>	<i>Russian</i>
/s/	<i>surround</i>	<i>Sign</i>	<i>Recent</i>	<i>sun</i>	<i>ice</i>

Part VII (writing)

Give SS time to form groups and develop their own posters to expose at the school. Remind them to write simple things people can do to save the planet. Monitor their work and encourage students to produce creative and meaningful work.

Evaluation / Further suggestions

1) Watch the videos “The animals save the planet”. Complete the blanks and match to their correspondent messages on the chart below:

(Elephant and hippo)

Narrator: Perhaps it might be nicer to think of others before _____

(Supermarket)

Narrator: We could all bring our _____ when we _____.

(Gassy cows)

Narrator: The more _____ we _____ the more _____ there are producing _____.

(Efficient penguin)

Narrator: _____ use _____ of the energy of ordinary bulbs.

(Lions)

Narrator: If _____, so can we.

(Meerkat)

Narrator: I think we can all agree cycling _____ and it's good for you.

A – Elephant and hippo	<input type="checkbox"/> Use energy saving light bulbs.
B – Supermarket	<input type="checkbox"/> Avoid using plastic bags.
C – Gassy cows	<input type="checkbox"/> Use only the water you need.
D – Efficient penguin	<input type="checkbox"/> Recycle all you can.
E - Lions	<input type="checkbox"/> Eat a healthy balanced diet.
F – Meerkats	<input type="checkbox"/> Cut your emissions.

2) **SAVE THE PLANET!!!** What would you say to these people? Write sentences:



- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

3) Read the story and complete the blanks.

planet - rubbish – soil - plants – survive – grow - contaminated – sick – roots - animals – pollution – germinated

The red moon (Pedro Pablo Sacristán)

There was once a little grey planet that was very sad. The people living there hadn't looked after it, despite them having all the inventions and space ships you could ever need. They had contaminated the whole countryside so much with _____ and pollution that there were no _____ or _____ left.

One day, a little boy was walking on the _____, when he passed a cave and noticed a small red flower inside. The flower was very _____ - almost dying – so the boy carefully dug up the flower, with _____, _____ and everything. Then, he started looking for a place where he could look after it. He searched all over the planet, but everywhere was so _____ that there was no place the flower could possibly live in. Then he looked up at the sky and noticed the moon. It seemed to the boy that maybe the plant could _____ there.

So the little boy put on his astronaut suit, and climbed into a space ship. He put the little red flower in the back, and off they went to the moon.

Far away from all that _____ - and with the boy visiting it every day to tend it – the flower started to _____. The flower was so well cared for, that it had soon _____, giving birth to others, and these other flowers spread onto other flowers. Before long, the whole moon was completely covered with flowers.

That's why, whenever the little boy's flowers open up, for a few minutes the moon takes on a soft red sheen, like a warning light. Maybe it's telling us that if you don't look after your planet, a day will come when flowers will only be able to grow on the moon.

⇒ If we don't actively care for the environment, it could seriously deteriorate!

(Source: <http://freestoriesforkids.com/children/stories-and-tales/red-moon>)

4) Let's play and practice!

English is fun!!!



Do you like computer games? So check the links above and have some fun!!! There you'll find lots of games related to the environment. Show how "green" you are!

<http://learnenglishkids.britishcouncil.org/en/kids-talk/the-green-thing>

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-voyage-the-animal-orchestra>

<http://learnenglishkids.britishcouncil.org/en/fun-with-english/how-green-are-you>

Teacher's guide – Complementary suggestions

Part I

There are eleven videos on You Tube called “The animals save the planet”. These short videos present messages related to the environment. This material is in British English which is an opportunity to let SS be in contact with different accents. The end of the videos shows the written message. The teacher must stop it before so that SS can do the exercise just by watching the video.

Check answers: *D – B – A – E - C*

Elephant and hippo – Stop at 00.34

Supermarket – Stop at 00.43

Gassy cows – Stop at 00.33

Efficient Penguin – Stop at 00.44

Lions – Stop at 00.24

Meerkat – Stop at 00.44

Transcripts:

(Elephant and hippo)

Narrator: Perhaps it might be nicer to think of others before you use up all the water.

(Supermarket)

Narrator: We could all bring our own bags when we go shopping.

(Gassy cows)

Narrator: The more meat we eat the more cows there are producing greenhouse gases.

(Efficient penguin)

Narrator: Energy saving bulbs use one fifth of the energy of ordinary bulbs.

(Lions)

Narrator: If animals can recycle, so can we.

(Meercat)

Narrator: I think we can all agree cycling produces no carbon emissions and it's good for you.

If there is enough time, play all the videos and discuss those situations with SS.

Part II

Ask SS to look at the picture and write sentences about them. Check and compare students' answers.

Possible answers:

- a) Stop littering.*
- b) Recycle all you can.*
- c) Reduce water you use.*
- d) Turn off the lights when you leave.*
- e) Avoid using plastic bags.*

Part III

Give SS enough time to read the text before doing the exercise. Help them with any unknown vocabulary. Ask them to complete the blanks.

Check answers:

Rubbish – plants – animals – planet – sick – roots – soil – contaminated – survive – pollution – grow – germinated.

Go to <http://freestoriesforkids.com/audiostories/american-english/red-moon-short-audio-story-narrated-american-english> or to <http://freestoriesforkids.com/audiostories/british-english/red-moon-audio-story-narrated-british-english> . As an extra activity play the narration of the story in American or British English.

Part IV

Let SS use the computer to practice and play. British council website brings some exercises that can be done in pairs or SS can do as an extra activity at home. Although most of the exercises are designed for kids, teenagers can also benefit from them since there are stories to listen and exercises to be done to emphasize environment vocabulary.

REFERENCES (Images, videos and texts):

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Boy watching TV: <http://keiraeahps.edublogs.org/2011/04/04/children-wasting-valuable-time-watching-tv/> Access on 7/22/11
(1´40 – Earth Day – Everybody hates Chris) http://www.youtube.com/watch?v=7EkrLVf_5M0 Access on 7/22/11
Our mother Earth is crying out loud. <http://susiemadrak.com/wordpress/wp-content/uploads/2010/05/worldintears.jpg> Access on 7/22/11
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Teacher´s guide – references

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The animals save the planet – Lions recycle <http://www.youtube.com/watch?v=xUeNyPTjfec&feature=relmfu> Access on 7/25/11
Boy: <http://meioambiente.culturamix.com/lixo/comecar-pequeno> Access on 7/25/11
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