**L’ENVIRONNEMENT Lesson plan – adapt and edit as you wish!**

1. Explain the aim: by the end of the lesson students will be able **to understand and talk a bit about environmental protection**.
2. Display and give a print-off of the sentence builder on the next page.
3. Read aloud some example sentences from the SB
4. Do some choral repetition of selected sentences. Consider ‘delayed choral repetition’ where you wait about 5 seconds before giving a sign for the class to repeat.
5. Give sentences in English for students to translate (hands up and/or ‘cold called’)
6. ‘Mind reading’. Think of a sentence from each row which students must guess. (You could indicate after each guess which elements were right, or give hints with gestures, for example.)
7. Students could then play the same guessing game in pairs.
8. Tell students to secretly write down 5 things they do. (They need not be true.) In pairs, each student asks yes/no questions to guess what their partner will do.) The first to guess all five is the winner.
9. Students work individually, writing down a paragraph about what they do. Depending on your class’s skills they could do this by simple copying, using the gapped version of the SB (below) or from memory with no extra scaffolding. With some classes, ask students to add their own original ideas. Move around to support individuals where needed.
10. Students read aloud their description to their partner and/or to the whole class if they are confident enough.
11. Tell the class what you do (about 30-45 seconds). Students take notes in English. Then repeat a few sentences which may be true or false. Students use their notes to tell you if you previously said the activity or not.
12. With all written texts hidden, ask the class what they will do on holiday. Elicit oral or written answers (hands up or cold-called).
13. **Optional homework:** students record and memorise a 1-minute talk about how they protect the environment.

You could add in elements of dictation or play games like Sentence Stealers, Sentence Chaos or simple info gap guessing games. It’s a good chance to reinforce the usual climate messages (especially given the amount of uninformed or dishonest denialism we come across).

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| **Je recycle**(I recycle)**Je réutilise**(I reuse) | **souvent**(Often)**quelquefois**(Sometimes)**occasionellement**(Occasionally)**toujours** (always) | **le verre**(glass)**les bouteilles**(bottles)**les boîtes en métal** (metal cans)**le plastique** (plastic)**les vêtements** (clothes) | **et j’utilise** (and I use) | **les piles rechargeables** (rechargeable batteries)**les produits durables** (sustainable products)**les transports collectifs**(public transport)**le papier recyclé** (recycled paper) |
| **Je réduis** (I reduce)**Je ne gaspille pas** (I don’t waste) | **l’électricité et le gaz**(electricity and gas)**ma consommation d’énergie**(my energy consumption)**la nourriture** (food)**l’énergie** (energy)**mes voyages en avion** (my flights) | **et je fais un effort pour comprendre**(I make an effort to understand) | **la crise climatique** (the climate crisis)**les causes de la pollution** (the causes of pollution)**le réchauffement de la planète** (global heating)**la pollution de l’air, des océans et des cours d’eau** (the pollution of the air, oceans and waterways) |

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| **Je rec….**(I recycle)**Je réut….**(I reuse) | **sou….**(Often)**quelque…**(Sometimes)**occasionell….**(Occasionally)**touj….** (always) | **le ve…**(glass)**les bout….**(bottles)**les boîtes en mé…** (metal cans)**le pla……** (plastic)**les vêt……** (clothes) | **et j’util…** (and I use) | **les piles recharg….** (rechargeable batteries)**les prod… dur…..** (sustainable products)**les transports coll….**(public transport)**le papier rec….** (recycled paper) |
| **Je réd…** (I reduce)**Je ne gasp…. pas** (I don’t waste) | **l’élec……. et le g..**(electricity and gas)**ma consomm….. d’én….**(my energy consumption)**la nourr….** (food)**l’én…..** (energy)**mes voy…. en av…** (my flights) | **et je fais un effort pour comp……**(I make an effort to understand) | **la crise clim……** (the climate crisis)**les causes de la poll…..** (the causes of pollution)**le réchauff….. de la pla…..** (global heating)**la poll….. de l’air, des océ… et des cours d’….** (the pollution of the air, oceans and waterways) |