



ENVIRONMENT – B1

I. About this Lesson

Activity title: Environment

Level: B1

Recommended Age: 11+

Subject: English as a foreign language

Timing: 50 minutes.

Resources: computer with internet access, video projector, YouTube content

Learning objectives:

By the end of the lesson, the students will be able to:

- a. learn words pertaining to the environment
- b. acquire the vocabulary about natural disasters;
- c. use 'should' to give advice and make recommendations.

Materials needed: Worksheets, digitally created comic strips, infographic, online comic page #8, created and illustrated by **Mira Petrova**, a graphic designer.



II. Lesson Scenario

1. Instructions for the teacher

Mira Petrova confesses on her web page where she displays her work gathered in a collection of comics pages entitled **'Waste Aware Animals'**: 'for many years now, I've been occupied with thoughts and feelings about global warming and the way we, humankind, harm our planet. I dream of living a zero-waste life, but very often I fail miserably, and it makes me sad and discouraged. The simple truth is—zero waste living can be hard! But I realized the following: the more I become "aware" of what I buy and what alternatives I have, the more conscious I become; my decision-making process changes and with that, the amount of waste I produce. That's how the term "waste awareness" appeared in my life. Zero waste just sounded way too ambitious and overwhelming'.

Preparation to do before the lesson

Raise your students' social and civic awareness by giving them environment related materials before joining for this class: YouTube videos to watch, broadcast news, newspaper or magazine articles, volunteers' diaries or blogs. You can also engage them in recycling activities inside their school. For example, tell students to watch this 5-minute-video at [The Environment . Learn English - YouTube](#) which has some questions for them at the end. Thus, they will be better prepared for the English class and for this topic.



Introduction (5 minutes)

Place students in pairs or groups to discuss and elicit 10 simple actions which they can do to protect the environment. Ask different students to read out their answers.

HINT: 10 ways to protect the environment

You can elicit with your students the already prepared list with ten green tips they can do to help our planet:

1. Switch off lights
2. Save water
3. Use renewable energy
4. Put the rubbish in the bin
4. Plant trees
5. Recycle and reuse
6. Use cloth shopping bags
7. Take care of animals and plants
8. Use less paper
9. Use biodegradable washing products
10. Use public transport

Setting the lesson vocabulary (13 minutes)

Give students photocopies and guide them to work out the meaning of the words in the grid (worksheet – exercise 1) by matching the words in the left column to their meaning in the right column. This vocabulary will be useful for the future activities of the lesson, therefore make sure the students understand the meanings at this stage.





Answers to exercise 1: A-7, B-6, C-5, D-11, E-3, F-10, G-9, H-1, I-2, J-8, K-4, L-12

Setting the grammar topic (7 minutes)

Allow students to study the grammar reminder about the rules regarding the uses of 'should' included in the worksheet or in the **annexed infographic**. It can be printed or displayed on a desktop or video projector. Use exercise 2 in the worksheet, a simple practice exercise, to teach your students about green tips they **should** follow for a sustainable environment. Take 3-4 minutes to discuss several things which they **should not** do. For example, they should not throw away the empty plastic bottles or leave the tap on. Find more examples together!

Practice (25 minutes)

- a. Have your students read the dialogue (worksheet – exercise 3) and complete the blanks with the missing words or verb forms. If needed, check again the worksheet presentations about the vocabulary and grammar topics previously studied.

Exercise 3 answers: 1. pollution, 2. should change, 3. the environment, 4. should protect, 5. should be, 6. should not damage, 7. recycled, 8. should do, 9. blown down, 10. floods, 11. climate, 12. Planet

- b. Students in groups of three or four read and analyse the comic page in exercise 4, then research on the impact plastic has on the environment. They use the prompts with useful expressions for oral communication to support their group conversations. Each group tells the class about their research examples. If more than one group has chosen the same example, the class can see how similar or different the descriptions are.



Exercise 4 suggested answers:

- **Group 1:** We've come to the conclusion that we are making twenty times more plastic than we were making fifty years ago.
- **Group 2:** We agree! Only 5% of these plastics are recycled, which means the rest is thrown away.
- **Group 3:** We couldn't agree with you more! The small pieces of plastic kill fish, while the larger pieces of plastic are dangerous for turtles.
- **Group 4:** Plastics destroy a lot of our environment and we should do something about this!
- **Group 5:** In conclusion, the governments and the people all over the world should help with this problem.

HINT: Digital comic page to teach about the environment

For younger students the use of visuals is very important to communicate important concepts such as environmental sustainability. With this comic page the teacher will use the allegorical characters which interact with environmental issues to teach students about nature, thus they will be challenged to actively participate in the activity. Based on own knowledge and previous social contexts, they make meaning helped by the simple shopping scene which is a common practice rendered in a humorous visual and verbal manner. Discuss the irony depicted in this material, which is used to increase the humorous effect of the shopping scene. In a word, the three protagonists of the comic page give voice to the creator of the digital page meant to inspire children and adults to protect the environment.



- c. Have your students take a look at the first comic strip in exercise 5 named PROTECT THE ENVIRONMENT. They must follow the images in the panels to find four pieces of advice given by Mrs. Watson to her students and build correct sentences, to write in the second comic strip. They can then write in their notebooks more recommendations based on what they already know about protecting the environment.

Exercise 5 possible answers:

Panel 1: We **should recycle** in order to save energy.

Panel 2: People **should not use** plastic bags when they go shopping.

Panel 3: To be more responsible, we **should not drive** our cars to work.

Panel 4: We **should plant** more trees and grow more vegetables.

Evaluation

During a week, the students realise a project work based on individual action plans. They should write in the table in the worksheet and present their action plan to the rest of the class. They are supposed to write about 1 to 3 actions each day.



2. Worksheet for the student

EXERCISE 1:

Vocabulary – THE ENVIRONMENT			
A.	pour	1.	the top of a mountain
B.	flood	2.	damage caused to water, air, etc. by harmful substances or waste
C.	the environment	3.	the appearance of an area of land, especially in the countryside
D.	climate	4.	air outside buildings or away from the city that is clean and cool
E.	landscape	5.	the air, land and water where people, animals and plants live
F.	forecast	6.	an area covered in water
G.	rainforest	7.	to rain a lot
H.	peak	8.	a thing which falls down because the wind blows it
I.	pollution	9.	a forest in a tropical area which receives a lot of rain
J.	blow down	10.	a report saying what the weather is likely to be like
K.	fresh air	11.	the weather conditions that an area usually has
L.	planet	12.	a large, round object in space that moves around the sun or another star



EXERCISE 2:

Grammar point:

SHOULD

We use “should” to give advice. It is also used to make recommendations!

Affirmative: subject + should + verb

- We **should recycle** more.

Interrogative: should + subject + verb

- **Should** the students **plant** the trees in the school yard?

Negative: subject + should + not + verb

- We **should not (shouldn't)** waste water.

⚠ **Don't use should + to + verb**

Task :

Go to the ten actions we found at the beginning of the lesson and make sentences with 'should' for each green tip.

EXERCISE 3:

Read the dialogue, choose the correct words and expressions from the list to fill in the gaps. If needed, check again the worksheet presentations about the vocabulary and grammar topics previously studied.



DIALOGUE

- The environment
- Planet
- Should do
- pollution
- should be
- climate
- should change
- should protect
- recycled
- floods
- blown down
- should not damage

Teacher: do you think 1. _____ is a big problem?

Emily: Of course, everyone does. We 2. _____ a lot the way we live if we want our planet to be safe.

Teacher: And what can we do to stop polluting 3. _____?

Emily: First of all, I usually ride my bike to go to different places. If it is too far away, then I take the bus. Besides, oil damages the natural world. We 4. _____ animals and plants!

Teacher: Good point! Most cars 5. _____ electric in the future and 6. _____ the environment! What about you, Mark?

Mark: I get involved in lots of voluntary activities with my classmates where I learn about 7. _____ materials. You told us to collect plastic, glass, paper and metal at school, not only at home! All students 8. _____ the same thing!

Teacher: That's right!

Anne: My uncle told use yesterday that a strong wind had 9. _____ some trees the night before and the 10. _____ destroyed several houses in the town where he lives.

Students: Wow! Terrible!

Teacher: The world 11. _____ changes because of environmental problems. Everybody should be responsible for our 12. _____!



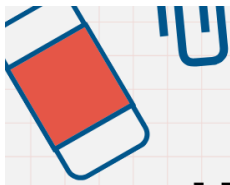
EXERCISE 4:

Read and analyse the comic strip below in groups. Use the prompts with useful expressions for oral communication to support their group conversations.



Waste Aware
Animals





Useful expressions for oral communication

What's your opinion about... ?

What do you think about... ?

First of all, I'd like to point out...

Sorry to interrupt you, but...

Personally, I think...

That's an interesting point...

Some people say that...

I believe that...

If you ask me...

I don't really understand...

What I mean is...

Let me put this differently...

I couldn't agree with you more...

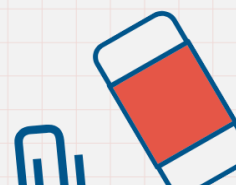
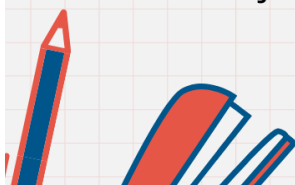
Yes, but on the other hand...

I totally disagree with you...

I've never really thought about that...

As far as I'm concerned...

That's just what I was thinking...



EXERCISE 5:

Take a look at the first comic strip named PROTECT THE ENVIRONMENT and find four pieces of advice that Mrs. Watson gives her students. Follow the images in the panels to build correct sentences. Write your answers in the second comic strip. You can write in your notebook more recommendations based on what you already know about protecting the environment.

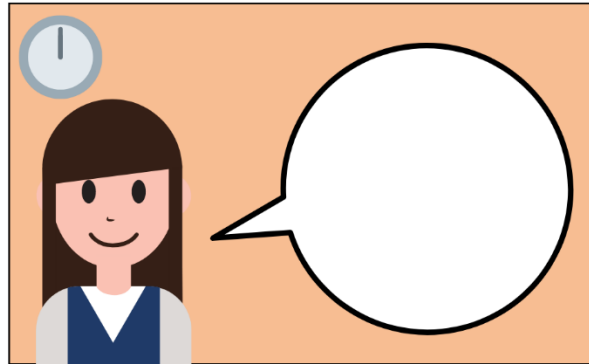
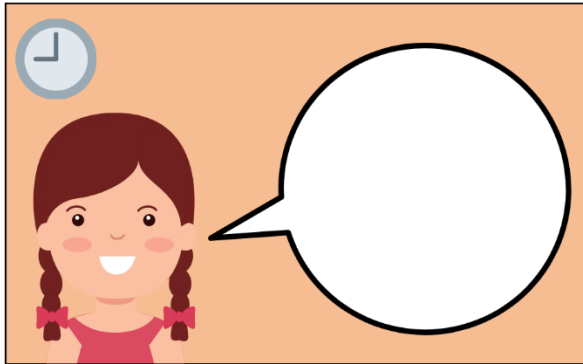
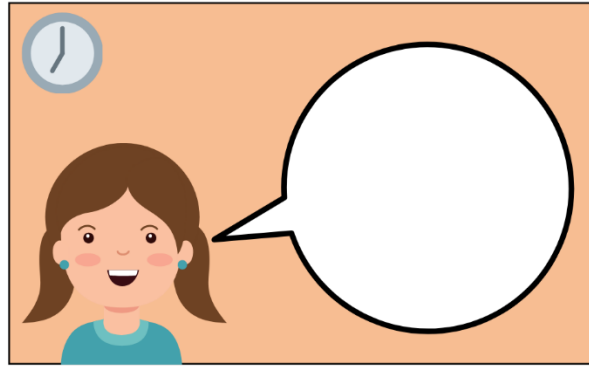
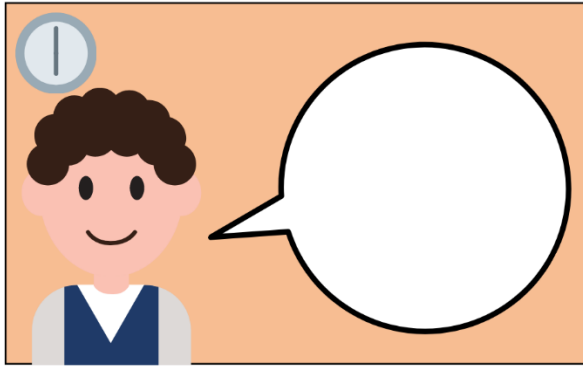
PROTECT THE ENVIRONMENT!

What **should** or **shouldn't** we do in order to protect the environment?
Speak about the actions suggested by the teacher!



PROTECT THE ENVIRONMENT!

Now write sentences for the actions suggested by the teacher! Can you add more pieces of advice?





Evaluation exercise:



Realize a weekly report about the actions you take to save the environment.

ENVIRONMENT ACTION PLAN

NAME:

ACTIVITIES NUMBER:

PERIOD COVERING:

	ACTION 1	ACTION 2	ACTION 3
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			
COMMENTS			



III. Modification and Differentiation ideas

- Realise a project-based study where to include extreme weather conditions for your area. Use the vocabulary assimilated in **Worksheet 1** as much as possible.
- If your students are eager to work more than the regular tasks already given, have students look at the digital comic page WASTE AWARE ANIMALS in **Worksheet 2** and place them in groups of three to write a dialogue for the characters where to use 5 words which they assimilated in the vocabulary grid. Encourage your students to be creative writers and realise a different storyline for the comic page in **Worksheet 2**.
- Design another comic strip like the one in **Worksheet 3** using Canva where to include other actions for a sustainable environment.

IV. References

Digital comics tools: www.canva.com

Digital comic page no 8: [I Dream Of Living A Zero-Waste Life, Here Are The Struggles I Face \(31 Comics\) | Bored Panda](#)