

### Help the planet

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Learning objectives (from the Subject Programme)	4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics	
Lesson objectives:	All learners will - learn imperative forms All learners will be able to: - give instructions how to help the planet	
Links to previous learning: Structures: adverbs of frequency, adverb of manner. Target vocabulary: melt, destroy, cut down, bamboo, rainforest, oxygen, damage, save, pollute, environment.		
Pre-lesson prep:		
<b>Main video lesson activities</b>		
<b>Lesson starter</b> Organization moment. Greeting pupils and presentation of the lesson title and aims.  <b>Lead in</b>  An activity "Associations". Explain the activity. Allow the pupils some time to think. Teacher: What words comes to your mind when you hear the word "Earth"? "Very good you know a lot of words. Children, look! This is our planet. But our planet is unhappy. At the moment, our planet suffers from numerous problems and damages. Let's help to our planet!"	<b>Main activities</b> Introducing new vocabulary. 1. You need to learn new words. - Litter One of the main problems of planet is litter. Litter is food, paper and cans on the ground. - Water pollution. Nowadays pollution of water is a very important problem. Many rivers, seas, oceans are polluted today. - Air pollution. Millions of cars and factories pollute their air. - Land pollution. Land is our home, but our home is in a big trouble. The land is very dirty and full of litter. - Global warming. Another important problem of planet is global warming which means that most climates all over the world are changing and getting warmer. - There are a lot of endangered animals in the world. When animals are endangered, they are disappearing. 2. Picture discussion. Teacher: Do you like cartoons and children's films? Look, name the cartoon or film. Elicit answers. Questions for HOTS (Bloom's Taxonomy) What problems does our Planet face in these cartoons or films? Why these places and animals are in danger?  3. Introduction of grammar rule. Pre -stage	<b>Wrap up</b>  <b>Reflection</b> Great! You did it! You save our Planet! Look to your progress report card. Can you give instructions how to help the Planet? How can you do it? Choose a smile.  Perfectly  Well  Not very well, but I'll practise more  I hope you will take care of our planet!

	<p>Teacher: Look! Who do you see at the picture? What is he doing?</p> <p>Pupils: It's a teacher. He's giving classroom instructions.</p> <p>While –stage</p> <p>Teacher: Yes. You are right. You hear instructions every day at your English lesson.</p> <p>We can use the imperative to give instructions, commands or make a request. Imperative sentences can end with a period (.) or exclamation point (!). Imperative sentences can be positive and negative. The positive imperative is formed with the verb without subject. The negative imperative is formed with do not/ don't and the verb.</p> <p>Post -stage</p> <p>Game “Dog’s trick”</p> <p>Teacher: Have you got a dog? Look! It's a Fido.</p> <p>People often teach their dogs to do a “trick” in response to a command. Fill in the spaces with commands.</p> <p>Use the letters in Fido’s food dish to spell the trick. The first command has been done for you.</p> <ol style="list-style-type: none"> <li>1. Tell your dog to bark. (“Fido, speak”)</li> <li>2. Tell your dog to take a seat. (sit)</li> <li>3. Tell your dog to put its paw in your hand, then move up and down (shake)</li> <li>4. Tell your dog to move to a sleeping position on the floor. (lie down)</li> <li>5. Tell your dog to move from its stomach to its back while lying down. (roll over)</li> </ol> <p>Formative assessment task</p> <p>Are you ready to save our planet? Great! We are going to climb a mountain.</p> <p>Task. You will work from bottom to the top if you are climbing a mountain. Your job is to unscramble the words and make up sentences in the “Ways to help the planet”. Then form the Final Message</p> <p>Descriptors:</p> <ul style="list-style-type: none"> <li>- Guess and unscramble the words.</li> <li>- Make up imperative sentences.</li> </ul> <p>Ways to help the Planet</p> <ol style="list-style-type: none"> <li>1. _____love the Planet! (elph nda)</li> <li>2. Don't _____ the sea! (llutepo)</li> <li>3. _____ animals! (rotectp)</li> <li>4. Don't _____ the forest homes! (desroyt)</li> <li>5. _____ the _____! (vase) (for-estrain)</li> <li>6. _____ trees! (pantl)</li> </ol> <p>Don't _____ litter in the street! (trowh)</p>	
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Assessment:

Mountain climbing

Task. You will work from bottom to the top if you are climbing a mountain. Your job is to unscramble the words and make up sentences “Ways to help the planet”. Then form the Final Message

Descriptors:

- Guess and unscramble the words.
- Make up imperative sentences.

Resources used (AE or anything else):

AE resources: the game “Dog Tricks” from the Lighter Side collection, [https://americanenglish.state.gov/files/ae/resource\\_files/etf\\_52\\_3\\_lside\\_w\\_answer.pdf](https://americanenglish.state.gov/files/ae/resource_files/etf_52_3_lside_w_answer.pdf)

puzzle “Mountain Climbing from the Lighter Side collection, [https://americanenglish.state.gov/files/ae/resource\\_files/etf\\_55\\_3\\_pg49.pdf](https://americanenglish.state.gov/files/ae/resource_files/etf_55_3_pg49.pdf)

Colorful pictures from the internet.