

LESSON PLAN • SPEAKING + READING + WRITING

Protecting the Environment

Turning concern into workable local action

LEVEL	DURATION	CLASS
B1-B2	60 minutes	Older teens / adults

Objectives

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

- Compare possible environmental actions with practical limits.
- Use reason-and-result language to support a proposal.
- Agree on a small achievable project for a shared place.

Materials

Student worksheet (pages 3–4), board or shared screen, pens; optional timer. All reading texts and scenarios are original fictional classroom examples.

Language focus

Prioritizing actions and explaining reasons

1. Warm-up (5 minutes)

Pairs list three things their school, home or neighborhood often throws away. Ask which changes would be practical.

- Pairs share a short example; take two or three responses without putting anyone on the spot.

2. Language preparation (8 minutes)

Write a proposal frame: problem -> action -> benefit -> possible difficulty. Model "If we..., we could..." and "However, the cost might..."

- Students choose two useful expressions from the language bank on page 4 and rehearse them in pairs.

3. Reading for meaning (10 minutes)

Give students the fictional case on page 3. Read independently, then underline the main problem and the response. Ask learners to explain the case in one sentence.

- Do not provide the answer key yet; invite two different summaries.

TEACHER PLAN • CONTINUED

Teaching sequence

Protecting the Environment • B1-B2 • 60 minutes

4. Guided practice (12 minutes)

Students complete the five-item vocabulary match and four reading questions on page 3. Check in pairs first, then review answers as a class.

- Ask for the sentence or detail in the reading that supports each answer.
- For faster groups, ask whether the characters could have chosen another respectful solution.

5. Communicative task (15 minutes)

Use the role-play on page 4. Give each participant one minute to prepare their position; complete the discussion and agree on an action.

- A community center can fund only one project this term: reusable cups, a repair day or improved recycling signs.
- If working in threes, an observer records one effective expression and one suggestion for improvement.
- Learners present their agreed decision briefly to another pair.

6. Writing and feedback (7 minutes)

Students complete the page 4 writing task (90–110 words). Prioritize a clear point and practical example over perfect grammar.

- Ask students to underline one target-language expression and check whether their proposal answers the prompt.

7. Exit ticket (3 minutes)

Each learner writes one sentence explaining what they would change in the case and why. Collect two examples or ask for a volunteer summary.

Differentiation and classroom care

Support: allow preparation notes and sentence frames; pair less confident speakers with supportive peers. Stretch: require a counterargument, a limitation or a measurable next step.

Avoid presenting all environmental actions as equally effective; encourage evidence, context and practicality.

Assessment

Look for (1) accurate understanding of the case, (2) two appropriate topic expressions, (3) respectful turn-taking, and (4) a specific, justified recommendation.

Optional extension / homework

Design a one-month measurement sheet for the chosen project.

STUDENT WORKSHEET • 1/2

Protecting the Environment

B1-B2 | Read the case, work with key vocabulary, and check your understanding.

A. Read the case

Fictional classroom case study

A student council wants to make its school more environmentally responsible. At first, some students suggest an ambitious plan to replace every plastic item immediately. Others worry that the school cannot afford it. The council decides to investigate before making promises. They discover that many reusable cups are already available but rarely used, that classroom lights are often left on after school, and that unopened food is sometimes thrown away after events.

They choose two starting actions: create a simple system for borrowing reusable cups and remind event organizers to order food more carefully. They also speak to school staff about energy use. The council measures results after one month instead of claiming instant success. Some students argue that individual habits are too small to matter, while others think large institutions should do everything. The council concludes that realistic local steps and wider changes can support each other. Their aim is not to make anyone feel guilty, but to improve the way resources are used.

B. Vocabulary match

Match the words (1–5) to the definitions (A–E). Write the correct letter.

WORD	DEFINITION
1. waste ____	A. the effect something has
2. reuse ____	B. gases released into the air by activities or processes
3. impact ____	C. materials or resources that are thrown away or not used well
4. feasible ____	D. realistic and possible to carry out
5. emissions ____	E. to use something again instead of throwing it away

C. Check your understanding

1. Why did the council reject an immediate total replacement plan?

2. What three problems did students discover?

3. How will they judge whether their plan works?

4. What balanced conclusion did the council reach?

STUDENT WORKSHEET • 2/2

Speak, decide, write

Protecting the Environment • B1-B2

D. Role-play and decision

A community center can fund only one project this term: reusable cups, a repair day or improved recycling signs.

ROLE A

Coordinator A: prioritize impact and a realistic budget.

ROLE B

Coordinator B: prioritize participation and ease of maintenance.

Your decision: Choose one project and define one simple way to measure its results.

Useful language

- A realistic first step is...
- One possible difficulty is...
- We could measure...
- This would reduce...

E. Writing task

Write a 90-110-word proposal stating one environmental problem, a feasible action and how to measure success. Use the lines below or continue on separate paper.

F. Reflection

Which phrase helped you communicate respectfully or clearly? What would you improve next time?

TEACHER KEY

Answers and teaching notes

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B. Vocabulary matching

1 C · 2 E · 3 A · 4 D · 5 B

C. Reading comprehension — suggested answers

1. It might be too expensive or unrealistic.
2. Unused reusable cups, lights left on and food waste.
3. Measure results after one month.
4. Local and wider changes can work together.

D. Speaking task — success criteria

Choose one project and define one simple way to measure its results.

- Each speaker states a concern without personal attacks.
- The pair acknowledges at least one trade-off or limitation.
- The final decision names a specific action or safeguard.

E. Writing — sample response

Our community center throws away many disposable cups every week. We could introduce a reusable-cup borrowing station and place clear return signs near the exit. Some cups may be lost, so we should start with a small number and count how many are returned. After a month, we could compare the number of disposable cups used. This would give us a practical first step rather than an unrealistic promise. We should ask staff whether cups can be cleaned safely and who will manage the station. If the first trial is successful, we could expand it to other events. Tracking results will keep our proposal realistic.

Teacher reminder

Avoid presenting all environmental actions as equally effective; encourage evidence, context and practicality.

Further practice

Design a one-month measurement sheet for the chosen project.