REGIONAL DIRECTION: Centre Ouest

SCHOOL: Lycee Provincial de KOUDOUGOU

LEVEL: Second “A”

Size: 48 Boys:28 Girls:20

Presents:48

Absentees:

Date: 10/07/15

Duration: 55mns

Materials: board, duster, chalk, text

Lesson taught by: big group2/sub-group3

Nature of the lesson: listening comprehension

Title: trees

Aim: to familiarize students with the importance of trees for the protection of the environment.

Objectives: by the end of the lesson, students will be able to:

* Guess ten words that they are likely to hear in the text
* Provide answers for four WH-questions and four true/false comprehension questions after listening to the reading of the text
* Express their opinions on the phenomenon of cutting down trees.

I: Greetings, Date, Warm up(5mns)

Step1: greeting

The teacher greets the class.

Step2: the date

The teacher asks for the date and invites a volunteer to give it orally and come and write it on the board.

Step3: the warm up

Teacher: according to you what is the most important thing in the nature?

Students: responses (water, animals, mountains, trees, etc.)

Teacher: very good.All of you are right

Step4 (1mn): the announcement of the lesson

Today we are going to deal with one element of the nature in a listening-comprehension lesson that is trees.

Teacher: In a short while I will read the text and you will have to listen carefully because you have to answer questions from what you heard.

II: Pre-listening (5mns).

Teacher: listen carefully I’m going to read the first sentence of the text. From this, guess ten words that you are likely to hear in the rest of the text.

Teacher: reads the first sentence of the text and the students give the ten words that are recorded on the board.

Teacher: now, listen carefully I’m going to read the text twice and you have to check out your prediction and give one importance of trees according to the text.

III: while listening(20mns)

The teacher reads the text for the students to check their predictions

Text:Trees.

Trees are useful to man in three important ways: they provide him with wood and other products. They give him shade and they help him to prevent drought and floods.

Unfortunately, in many parts of the world, man has not realized that the third of these services is the most important. In his eagerness to draw quick profit from trees, he has cut them down in large numbers.

This does not only mean that our children and grandchildren have fewer trees. The results are more serious: for where there are trees, the roots break the soil up (allowing the rain to sink in) and also to bind the soil thus preventing its being washed away easily; but where there are no trees, the rain falls on a hard ground and flows away on the surface, causing floods and carrying away with it the rich top soil, in which crops grow so well. When all the top soil is gone, nothing remains but worthless desert.

Even when a government realizes the importance of a plentiful supply of trees, it is difficult for it to persuade the villagers to see it. The villager wants wood to cook his food with, and he can earn money by making charcoal or selling wood to the townsmen. He is usually too lazy or too careless to plant and look after trees. So unless the government has a good system of control or can educate the people, the forests slowly disappear.

Step1: (8mns)

-checking prediction

-correction

-assessment

Step2: oral activity individual (2mns)

Instruction: listen carefully and say if the following statements are true or false

1. Man takes good care of trees
2. Man cuts trees down for his own egoistic profit
3. When there are fewer trees the rain falls erode the soil easily.
4. The villager plant more trees than they cut.

Step3: written activity pair work (6mns)

Instruction: answer the following questions according to the text with your neighbor

1. What is the first importance of trees?
2. Give two reasons for what people cut trees
3. What are the three main drawbacks of cutting trees

Step4(4mns):feedback and assessment through exchange of exercise books.

IV:Post listening(25mns)

Step1: written activity (10mns)

Instruction: now we are going to discuss on the following topic.

Instruction: one of your relatives is obstinate in cutting down trees. In a paragraph of six (6) lines maximum convince him to stop this practice.

Step2: corrections and assessment (8mns)

Step 3: follow-up.

When at home ; which tree is easily found in your district. Give its name and importance.

Step4: note taking and administrative duties (7mns)

-Students take true/ false correction and ideas summed up by the teacher on the board and the follow up activity.

-the teacher accomplishes administrative duties.