ECOSYSTEM

TARGET CLASS

The learning process is addressed to a 3rd Class of an italian middle school. It's a mixed ability class of 22 students: 10 show a good level of proficiency since they are almost A2, n°7 have fully reached level A1 and students can be considered lw achievers becausae they have difficulties in speaking and language knowledge.

CONTENT

The learning process will have the text below as a privileged object of study.

- ECOSYSTEM -

The word ecosystem is short for ecological systems.

An ecosystem is a place where living things, such as iguanas and non-living things, such as rocks, live in a shared environment. An ecosystem can be as small as a pond or as large as an ocean. Scientists talk about general ecosystem types: they call them biomes.

A biome is a group of ecosystems that have a similar climate and have similar plants and animal species. There are a number of different types of biomes, including fresh water, marine, desert, forest, grassland and tundra. Let's start with fresh water.

Fresh water is defined as having a low salt level, usually less than one percent. Places and animals that live in fresh water ecosystems would die if they were placed in water with high levels of salt. There are different types of fresh water areas including ponds, lakes, rivers, streams and wetlands.

Marine regions cover about seventy five percent of the earth's surface. Oceans and coral reefs are examples of marine biomes. Marine regions differ from fresh water regions as they have high levels of salt in the water. It's home to millions of species of animals.

A desert is an area that receives less than fifty centimetres of rain each year. They are extremely dry places and cover about one fifth of the earth's surface. The Simpson Desert occupies aproximately 176,000 km2 of Central Australia.

Forests cover about one third of the earth's land area and are made up of many trees. Trees breathe slightly differently from humans and other animals. Trees breathe in carbon dioxide and exhale oxygen. Humans need oxygen to breathe, that's why it's important that we protect our forests. Grassland ecosystems are land areas that are covered by grasses. Grasslands can be suited into two groups: savannah and temperate.

Savannah grasslands are always found in warm, hot or tropical climates. The savannahs of northern Australia including the Kimberley region are typical of this. Temperate grasslands exist in varied climates with cold winters and hot summers. Australia's Kangaroo Island and Cradle Mountain in Tasmania are examples of these biomes.

The tundra biome is the coldest of all the biomes, like Churchill in Manitoba, Canada. Tundra ecosystems have very low temperatures, caps of ice and don't have much rain.

It is an introduction to the ecosystem and provides students with the main related information. Therefore a follow up unit will be developed to go deeper into the ecosystem learning.

PRE REQUISITS AND ASSUMED KNOWLEDGE

- 1. Language: simple present, simple past, gerund, colours, space adverbs, comparative and superlative, words about enviroment, use of computer, percentage, mathematical proportions, work in pair and individually.
- 2. Content: students have not studied about ECOSYSTEM yet, but they have come across words like oxigen and carbon dioxide.

OBJECTIVE

Content to be learnt

At the end of a lesson students should be able to explain and write about the words "Natural enviroment". In particular they will be able to speak and know:

- a. What and ecosystem is
- b. What a biome is
- c. The main biomes present on the hearth
- d. The caratheristics of each biome
- e. The difference between fresh water and marine
- f. The distinction between Savannah, grassland and temperate grassland.

Language will include: Ecosyste, living things, biome, similar grassland, salt level stream, wet land, coral reefs, dry, to breath and to suit.

Grammar: the Unit will review simple present, comparatives and superlatives,

if clauses 2nd type, simple past.

Study skills. Underline words, analyze text structure, distinguish main from secondary info, collaborative work, learning by discovery, comparing results. Check out vocabulary related to Ecosystem.

STRUCTURE OF THE UNIT

1.Plenary/speaking (5min):

The teacher asks the students if they have never read anything about ecosystem and draw their attention on the word itself writing it on the board. The teacher will tell the students that they will learn about ecosystem resorting to the text that they have been handed out. BRAINSTORMING

2. Activity: Reading comprehension (10 min.).

The students will be able to answer the following questions:

- 1. What is an Ecosystem?
- 2. What is a shared enviroment?
- 3. What is a Biome?
- 4. List examples of Biome
- 5. What biome occupy the highest percentage of land?

Check with your classmates if they have given the same answers.

3. Group work: reading activity, note taking, listening and speaking (15 min.). Assign each group a different biome and ask the to take notes and be ready to explain to the other groups the features of their biomes.

The teacher will plan an activity to review if clauses of 2nd type.

If I had money, I would buy a new car...

The activity is meant for students to practice

4. Group work: integrated actity (reading, writing, interacting) (10 min.) As for the Biome they have been assigned, students will have to fill in the following phrases

A. The main feature of fresh water is.....

- B. Animal living in fresh water would die if......
- C. Examples of fresh water areas are.... You can find them in..... (provide examples – at least 3)
- D. Marine regions are more frequent then.....They are different from.....because they have a......and they are the home to million.....
- 5. Speaking activity: Speaking and reading (interactions)

- 6. Students are requested to create different posters or PP for each Biome including:
- a. Descriptions of main features
- b. images to visualize it (chosen from Internet or any other source)
- c. provide concrete examples of the area chosen
- d. comparisons with other biomes

Students will vote the best work with reference to:

- 1. Clarity of illustration and descriptions
- 2. Completeness of information
- 3. Mentioning of possible dangers for the biome