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Topic 6, Lesson 5

"Environment and I" **Steps 2 to 7**

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STEP 2: Input Presentation



The following is an excerpt from the High Five 3 Oxford University Press series, by Bowden P. and Delaney D. (2014: 72-75).

“The Fun Theory”

“The effects of global warming are visible all around us. Ice is melting at the Earth’s poles, some animals and plants are in danger of extinction, and tropical storms are stronger and more frequent than before. Wildfires, flooding and droughts have also become very common. “

“So what is global warming and why is it happening? The Earth produces “greenhouse gases” that protect our world. Greenhouse gases are good because they help to keep the Earth warm. They occur in nature, but they are also produced by some of man’s activities, for example, when we burn fossil fuels. Other human activities that increase the level of greenhouse gases are deforestation and travelling by car or plane. If too many greenhouse gases are produced, the temperature in the Earth’s atmosphere increases. This is called global warming and it has a negative effect on the environment.”

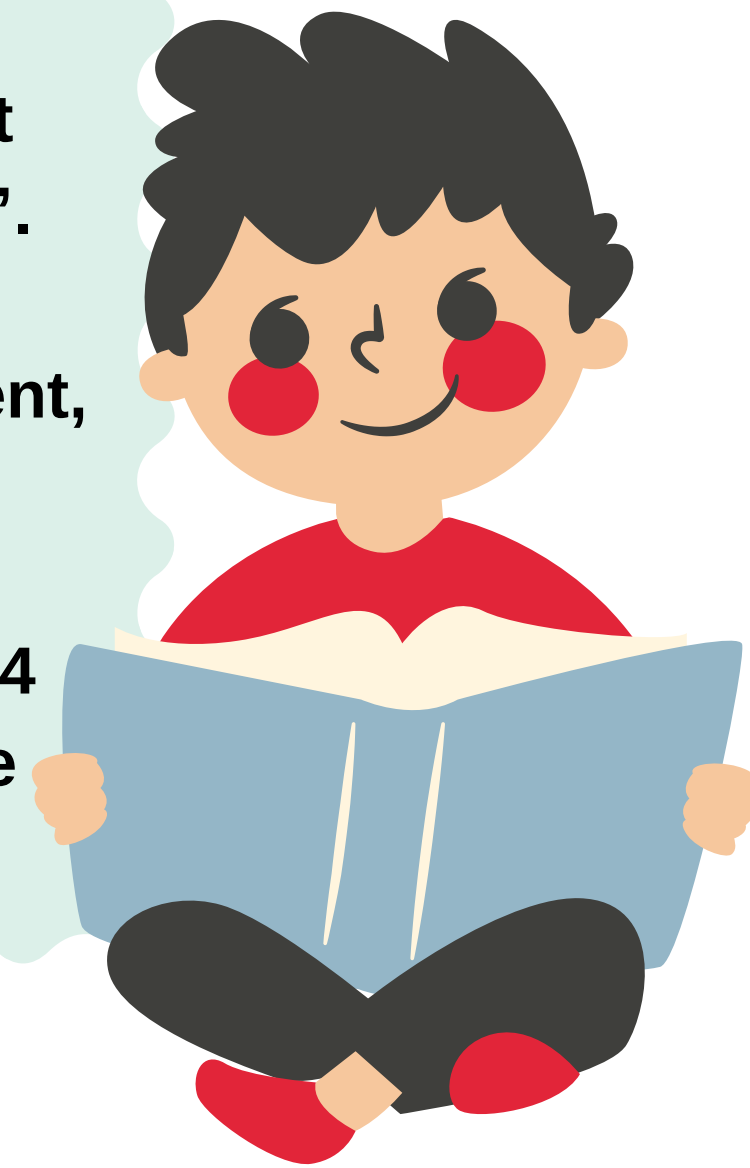




“What can we do to help? We can all recycle more! When we throw something away, it is taken to a landfill site or it is burnt and never used again. If we recycle something, it’s made into a new product and it won’t contaminate the environment. Recycling saves energy, conserves natural resources, and limits the production of greenhouse gases.”

“We all know that we should recycle, but many of us don’t do it. In the European Union, we only recycle 25% of our household rubbish. Most of the rubbish that goes to landfill in Europe could be recycled. So how can we encourage people to recycle more? Researchers in Sweden have found that people recycle more if it is made into a game. This is called “the fun theory”.

“The researchers did experiments to test their theory. In their first experiment, a bottle bank was converted into an arcade game! Lights and a scoreboard were added to the bottle bank and every time people put a bottle into the bank, they scored points. The “bottle bank game” was a great success. In 24 hours it was used by nearly 100 people, while a traditional bottle bank in the same area was only used by two people.”





“In a second experiment, the researchers took an ordinary rubbish bin and added the sound effect of something falling from a great height into it. When people put rubbish into the bin, the sound effect was activated and they heard a falling sound and then a big crash! People loved the bin. In one day 72kg of rubbish was collected in the “fun bin”. In a normal bin, a short distance away, only 31 kg of rubbish was collected.”

“The Swedish researchers proved that the fun theory is true: people do things more often if they’re fun. Perhaps in the future we can have fun recycling and save our planet!”



STEP 2: Input Presentation (2)



Read the article entitled, “**Pollution**” by the National Geographic Resource Library (2022). You can access the article by clicking on the title.

Instructions

The text should be divided into 3 parts. Each one with the first part and then Air(1), Water (2) and Earth(3) pollution.

The teacher could choose whether to divide students in groups and give each group a part to work on (advisable) or to give the material to all the class in different moments to carry it out individually.

The activities are scaffolded as follows:

- 1 – match the words with the corresponding picture
- 1a – match the underlined words with their definition/meaning
- 1b – choose the correct answer to the questions
- 1c – answer the questions

STEP 2: Input Presentation (2)



Example Activity Step 2

Match the names with their definitions.



| | |
|----------------------------|--|
| Greenhouse effect | A. is the introduction of harmful materials into the environment. |
| 2. Global warming collects | B. garbage and other land pollution in a central location. |
| 3. Deforestation | C. reuse products instead of producing a new one |
| 4. Pollution | D. cutting forest to create farmland or to build roads, buildings. |
| 5. Recycling | E. The Earth is too hot because of the greenhouse effects |
| 6. Landfills | F. too many gases produced by human activities on Earth create this effect |

STEP 3: Focus



Stratify as follows:

- **True/ false activity**
- **Multiple Choice activity**
- **True/ false/ not given activity**

These activities help the student focus on content and meaning.

It is important to give them the correct answers for self-check and not elicit answers before going on. This is essential as it keeps the affective filter low and shows students that they are not evaluated. It enhances the “I can do it” feeling and self-awareness. They correct their answers and re-establish focus before moving on.

STEP 4: Practice



The stratified exercises which we propose help students talk about the topic and acquire the academic language needed.

Exercise suggestion:

Choose the best sentences, from the ones outlined in the list given, to describe, summarize, and talk about the topic. These exercises are stratified and the learners can choose among them and according to their abilities. If they do not the teacher assigns them. It depends if the class is new to layering or not.

This kind of exercise can give various scaffolds.

- A choice between 2 sentences is the easiest.
- A choice between a given number of sentences presented in a scrambled order or a choice among the sentences related to the topic and ones not related to it.
- Copy the sentences in the right columns,
- Use the sentences to summarize the text
- True/ false/ not given and correct false sentences
- Summarize the text and explain in your own words the topics

STEP 5: Language



This phase helps students to acquire and improve their language in order to gain both fluency and accuracy together with academic language. Moreover, it provides vulnerable students with a suitable scaffold. This scaffold, as usual, will be used if needed only. In our experience, it is very useful for all students and to various degrees of difficulty.

Stratified activities:

Join the sentences with the appropriate connectors (three layers: two connectors given to choose from, a list of connectors to insert, an empty cloze to fill in).

STEP 6: Follow up



Activity 1

The follow up phase can be either a simple work of questionnaires with cued cards or a true research work on a linked topic.

In this case a research topic on extreme weather is prepared. The activities for this section are derived from the National Geographic (2022) [“Extreme Weather on Earth”](#), Resource Library Activity. Follow the link to view the activities prepared and gain inspiration on the ways you can create your lesson plan.

Activity 2

Research Projects in Groups

STEVE CUTTS

Have a look at Steve Cutts' website and the information you can deduce about him from his Wikipedia entry.

Resources

- <https://www.stevecutts.com/>
- Wikipedia Steve Cutts



Answer the questions: (all groups)

- When and where was Steve Cutts born?
- What is his academic background?
- where does he work?
- what does he do?
- What are the themes of his videos?
- Why haven't they got dialogues, in your opinion?
- What is the theme music he uses?
- What emotions does it convey you?
- Why is it always the same?
- Is there a video showing possible solutions to the problems presented in the video "man" in the gallery?
- What is your opinion on Steve Cutts' work? What emotion do his videos give you? What does he want to achieve through them?

TIP:

Provide every group a scaffold if needed. The scaffold should be a linguistic one helping vulnerable students verbalize their answers especially about emotions they feel. Remember, naming emotions, talking about them, is not at all easy. Even if related to a topic.

Activity 3

Other topic possibilities?

Recycling: You can use the article by Luanaigh C. (2010) "Recycled Island: plastic fantastic?", The Guardian.



About You

- What do you do to help the environment?
- Do you sort out rubbish?
- Is there a door to door collection of waste in your area?
- Do you recycle clothes?
- Do you usually have a bath or a shower?

Answer these questions and interview two of your teachers on these issues.

STEP 7: TESTS/ ASSESSMENTS



The last phase is the evaluation of the learning process, which can be done through an oral test, multiple choice, or information gap activities. The use of ludic approaches, as stated earlier can be useful before the individual testing to review and take part in the process of fixing the acquired concepts. This will be useful for the next evaluation phase. This activity can be done in pairs or individually.

You can follow the instructions given in the **“If we know it... I know it”** document provided in the Exercise File of this Course.



Resources



Bowden P. and Delaney D. (2014), High Five 3, Oxford University Press Series.

Cutts S. (2016) Steve Cutts, Available at <https://www.stevecutts.com/>.

National Geographic (2022) "Extreme Weather on Earth", Resource Library Activity, Available at <https://www.nationalgeographic.org/activity/extreme-weather-on-earth/>.

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