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ნონა პოპიაშვილი

რესურსის ტიპი:

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ინგლისური ენის მასწავლებლები

პრაქტიკული გამოყენება:

მასწავლებელი გამოიყენებს ინტერდისციპლინარული

პროექტის ,,ჩემი კლიმატმეგობრული სკოლის“ განხორციელებისას

მასწავლებელთა პროფესიული განვითარების ეროვნული ცენტრის მიერ მომზადებულია ინტერდისციპლინარული პროექტი „ჩემი კლიმატმეგობრული სკოლა“, რომელიც გათვალისწინებულია მე-8 კლასში განსახორციელებლად

წინამდებარე გზამკვლევი დაეხმარება ინგლისური ენის მასწავლებლებს

თავიანთი საგნობრივი ნაწილის წარმართვაში

My Climate-friendly school

Overview:

"My Climate-Friendly School" is an engaging and empowering project designed for secondary school students to take action against climate change. Through this project, students will explore the impact of climate change on our planet and develop a deep understanding of the

importance of sustainable practices. By conducting research, raising awareness, and implementing various initiatives, such as improving energy efficiency, reducing waste, promoting sustainable transportation, enhancing green spaces, and engaging with the community, students will transform their school into a climate-friendly environment. This project aims to inspire and equip students with the knowledge and skills needed to make a positive difference in addressing climate change, both within their school and beyond.

Activity 1:

Vocabulary - Warmer

ACROSTICS - Exploring the Environment

Objective: The objective of this activity is to encourage creative thinking and promote discussions related to the environment. Students will use each letter of the word "ENVIRONMENT" to come up with words or phrases related to the environment.

Instructions:

1. Divide the students into small groups or pairs.

2. Explain that they will be playing a game called "ACROSTICS" where they need to come up with words or phrases related to the environment using each letter of the word "ENVIRONMENT."

3. Provide each group with a sheet of paper or a whiteboard marker.

4. Instruct the students to write the word "ENVIRONMENT" vertically down the left side of the paper/board, with each letter on a separate line.

5. Give them a specific time limit (e.g., 5 minutes) to brainstorm and come up with as many environment-related words or phrases as they can, starting with the corresponding letters.

6. Encourage students to think creatively and consider various aspects of the environment, such as pollution, wildlife, climate change, recycling, etc.

7. After the time limit, ask each group to share their words or phrases with the rest of the class.

8. Facilitate a brief discussion about the different ideas generated, allowing students to explain their choices and engage in conversations about environmental topics.

9. Wrap up the activity by emphasizing the importance of protecting the environment and encouraging students to apply eco-friendly practices in their daily lives.

Note: You may choose to provide some examples to get students started, such as "Ecosystem," "Natural resources," "Veganism," "Innovation," "Renewable energy," "Ozone layer," "Marine conservation," "Environmental awareness," "Nature preservation," and "Trash recycling."

Warmer - ACROSTICS

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Activity 2

Part 1

Activity Instructions: Our Environment - Effects of Global Warming

Objective: The objective of this activity is to enhance students' understanding of the effects of global warming on our environment. By matching the given effects with the corresponding vocabulary words, students will reinforce their comprehension of the topic.

Instructions:

1. Begin by briefly explaining the concept of global warming and its connection to human activities. Mention that global warming leads to various detrimental effects on our environment.
2. Ask the students to watch the video to understand the words connected to the Climate Change.

3. Provide students with a list of vocabulary words related to global warming and its effects: environment, gradual, the atmosphere, harmful, gas, pollution, melt, rise, extreme, unpredictable, famine, disease, spread.
4. Explain that each vocabulary word corresponds to one of the effects of global warming mentioned in the introduction.
5. Distribute or display the effects listed in the introduction:

- As the ice at the poles melts, sea levels could rise by almost a metre in the next century.

- There will be more extreme and unpredictable weather, for example, heatwaves or floods.

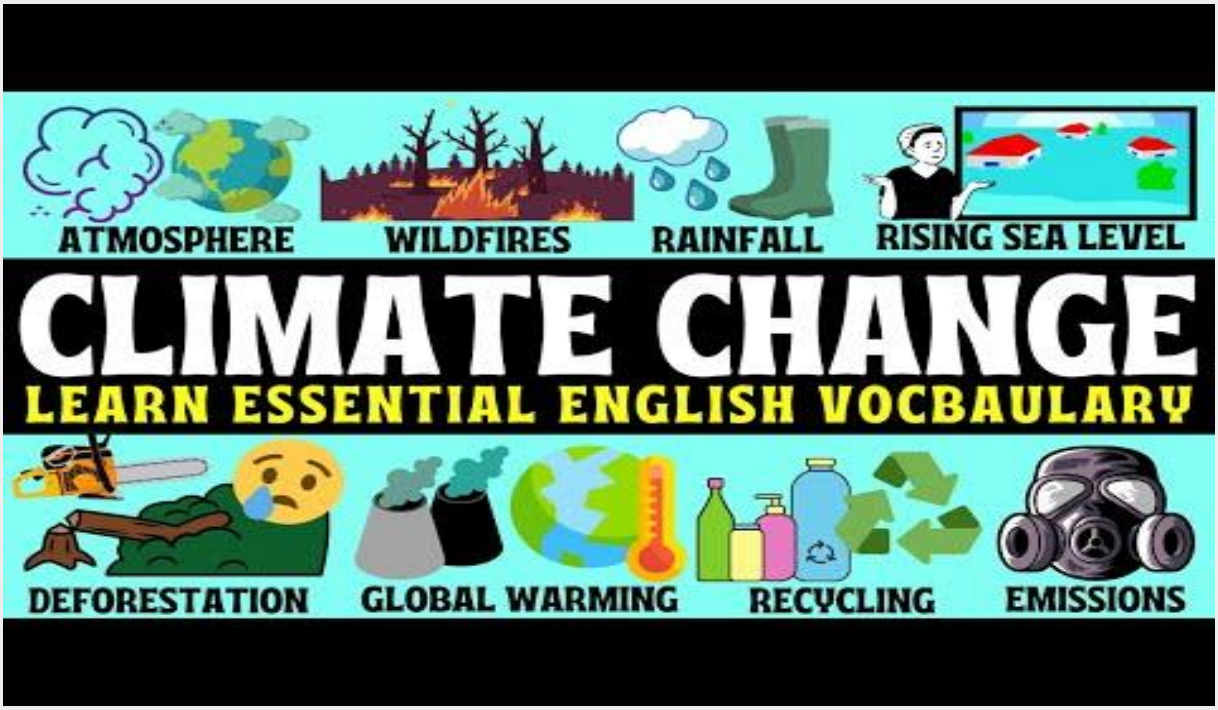
- The earth will become even warmer because the rainforests are disappearing.

- Famine and disease will spread, and this will especially affect people in poor countries.

6. Instruct the students to match each effect with the correct vocabulary word from the list. They should write the corresponding letter next to each effect.
7. Give students sufficient time to complete the task.
8. Once the students have finished, review the correct answers together as a class. Discuss the cause-and-effect relationship between global warming and the listed effects.
9. To reinforce understanding, ask students to provide additional examples or explain how these effects can impact ecosystems and human populations.
10. Conclude the activity by emphasizing the importance of taking action to mitigate global warming and protect our environment.

Note: You may provide further information or initiate a discussion about specific examples and initiatives related to combating global warming if time permits.

Climate Change | Learn English | Explained Simply | Vocabulary | Pronunciation | Definitions | Fun!



OUR **ENVIRONMENT**

Global warming is the **gradual** increase in the average temperature of the earth's **atmosphere**, and is caused by **harmful gases**. Many environmentalists believe that most of this **pollution** is the result of human activities. Here are some of the effects:

- As the ice at the poles **melts**, sea levels could **rise** by almost a metre in the next century.
- There will be more **extreme** and **unpredictable** weather, for example, heatwaves or floods.
- The earth will become even warmer because the rainforests are disappearing.
- **Famine** and **disease** will **spread**, and this will especially affect people in poor countries.

1. (the) environment
2. gradual
3. the atmosphere
4. harmful
5. gas
6. pollution
7. melt
8. rise
9. extreme
10. unpredictable

11. famine
12. disease
13. spread

A. If something is unpredictable, you can't say how it will change in the future.
B. illness in people, animals, or plants.
C. the natural world; the air. land, and water in which people, plants, and animals live
D. when there is not enough food in a country
E. much hotter, colder, or more violent than usual.
F. dirty and dangerous gases. chemicals, etc. that harm the environment. pollute v.
G. happening slowly over a long period of time.
H. affect more and more people or things.
I. increase: go higher. opposite of fall v.
J. If you heat ice, it melts: It changes from a solid to a liquid.
K. the gases around the earth. planets, etc.
L. a substance like air, for example, oxygen and hydrogen.
M. causing damage, injury, or illness

Part 2

Word Cards

Objective: The objective of this activity is to reinforce understanding and vocabulary related to the effects of global warming. Students will match the given effects with their corresponding vocabulary words.

Instructions:

1. Prepare a set of word cards containing the vocabulary words related to global warming and its effects: environment, gradual, the atmosphere, harmful, gas, pollution, melt, rise, extreme, unpredictable, famine, disease, spread.

2. Shuffle the word cards and place them facedown on a table or in a container.

3. Explain that students will take turns drawing a word card and reading the effect described on the card aloud.

4. Instruct the student to match the effect with the correct vocabulary word from memory or by referring to the list provided.

5. If a student matches the effect with the correct vocabulary word, they keep the card. If not, they return the card to the table or container.

6. Continue the game, allowing each student to take turns drawing a word card and matching it with the corresponding effect.

7. Encourage students to discuss and explain their reasoning when making matches.

8. If desired, provide additional information or examples related to each effect and vocabulary word as the game progresses.

9. The game ends when all the word cards have been matched correctly or when time runs out.

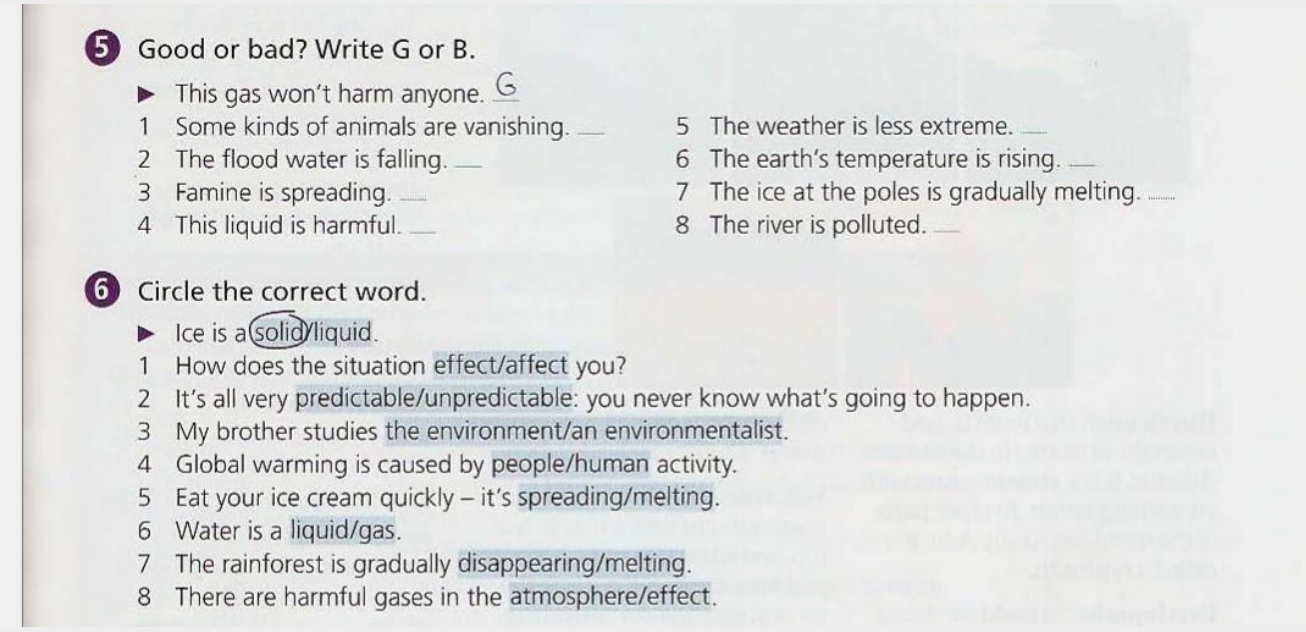
10. Count the number of word cards each student has collected to determine the winner or simply use the activity as a learning exercise without keeping score.

11. Conclude the activity by discussing the importance of understanding these effects and the need to address global warming through collective action.

Note: You may adjust the difficulty level of the activity by providing hints or allowing students to refer to the introduction and the provided definitions if they need assistance.

Part 3

Assign the following activities to do in class or at home:



5 Good or bad? Write G or B.

▶ This gas won't harm anyone. G

1 Some kinds of animals are vanishing. ___
2 The flood water is falling. ___
3 Famine is spreading. ___
4 This liquid is harmful. ___
5 The weather is less extreme. ___
6 The earth's temperature is rising. ___
7 The ice at the poles is gradually melting. ___
8 The river is polluted. ___

6 Circle the correct word.

▶ Ice is a (solid)/liquid.

1 How does the situation effect/affect you?
2 It's all very predictable/unpredictable: you never know what's going to happen.
3 My brother studies the environment/an environmentalist.
4 Global warming is caused by people/human activity.
5 Eat your ice cream quickly – it's spreading/melting.
6 Water is a liquid/gas.
7 The rainforest is gradually disappearing/melting.
8 There are harmful gases in the atmosphere/effect.

7 Complete the sentences.

▶ The earth is gradually getting warmer.

1 We had a lot of e_____ weather last year: a long heatwave and gales in the autumn. I think it's all part of c_____ change.

2 If you freeze water, it changes from a l_____ to a s_____ .

3 The beach was p_____ with oil, which seriously a_____ the sea birds and animals.

4 Environmentalists p_____ that there will be a r_____ in sea levels in the future.

5 With g_____ warming, some kinds of plants and animals are d_____ very fast.

6 Certain diseases s_____ from person to person very quickly.

7 P_____ has a very h_____ effect on the environment.

8 After many months without rain, there is a real danger of f_____ in this part of Africa.

Part 4

Instruction: Read the text in groups and try to guess the meaning of the bold words from the context and photos. Compare your answers to the version given by the teacher.

Objective: The objective of this activity is to enhance students' reading comprehension skills by utilizing context and visual cues to infer the meaning of bold words in a text. By engaging in group discussions and comparing their interpretations with the teacher's explanation, students will deepen their understanding of vocabulary within a given context.

Text

Hurricane[1]: this word is used especially of storms in the western Atlantic. It is a **violent** storm with very strong winds. In other parts of the world, especially Asia, it is called a **typhoon**.

Earthquake[2]: a **sudden** violent movement of the **ground** causing **damage**.

Tidal wave[3]: a very large ocean wave that is caused by a storm or earthquake, and which **destroys** things when it reaches land.

Volcanic eruption[4]: a **volcano** is a mountain with a hole in the top, and when it **erupts**, hot gases and **lava** are forced out into the air and onto the **surrounding** land.

Drought[5]: a long period with no rain. **Crops** die, and people may **starve to death.**

disaster a very bad event, causing harm or death.

violent very strong and usually causing damage. **violence** N.

sudden happening very quickly. **suddenly** ADV.

ground the top part of the earth's surface that people walk on.

damage harm or injury caused when sth is broken. **damage** V.

destroy sth break sth completely so it can't be used again. **destruction** N.

erupt explode and throw out fire, burning rocks, etc.

lava hot liquid rock (*see picture*).

surrounding that is near or around sth. **surroundings** N.

crops plants that are grown for food, e.g. rice and potatoes.

starve (to death) suffer (or die) because you don't have enough food.

Part 5

Instruction: Engage in the following activity to reinforce and consolidate the knowledge acquired from the previous activities.

Objective: The objective of this activity is to solidify and strengthen the understanding gained from the preceding activities by actively applying and practicing the learned concepts.

1 Combine five more pairs of words from the box to form compound words or phrases.

earth ✓	volcanic	tidal	surrounding	starve	land
eruption	violent	wave	quake ✓	to death	storm

▶ earthquake _____ _____

_____ _____ _____

2 What nouns are formed from these adjectives and verbs?

▶ volcanic volcano
1 destroy _____
2 violent _____
3 erupt _____
4 surrounding _____
5 damage _____

3 Complete the words in the sentences.

▶ When the tidal wave reached land, it was over ten metres high.
1 During the h_____, winds reached over 150 kph, and many homes were either completely d_____ or badly d_____. It was a terrible d_____ for the island.
2 They expect a period of d_____: the c_____ will die and people could s_____.
3 The volcano e_____ without warning and the g_____ was covered in red, hot l_____.
4 There was a s_____ and v_____ storm. It was the beginning of the t_____.

Activity 3

Warmer

Instruction:

1. Individually, draw a picture representing a new word you have learned.

2. Form groups of five students.

3. Share your drawings within the group and collectively decide on a word that best describes each picture.

4. Write down the chosen words for each photo.

Objective: The objective of this activity is twofold: to encourage creative visualization of new vocabulary and to promote collaborative learning by engaging in group discussions to determine the most appropriate word to describe each drawn picture. By actively participating in this activity, students will reinforce their understanding of the new words and enhance their communication and teamwork skills.

Activity 4

Part 1

Think-pair-share

Instruction:

1. The teacher poses the question, "What is climate change?"

2. Students individually take a moment to think about their ideas and understanding of climate change.

3. Pair up with a classmate and discuss your thoughts and ideas about climate change.

4. Share your individual perspectives with each other during the "think-pair-share" activity.

Objective:

The objective of this activity is to encourage critical thinking and collaborative learning among students regarding the concept of climate change. By engaging in the "think-pair-share" strategy, students have the opportunity to reflect on their own knowledge, exchange ideas with a peer, and contribute to a collective understanding of climate change. This activity promotes active participation, enhances communication skills, and encourages students to consider different perspectives on a complex environmental issue.

Part 2

Instructions:

1. Watch the video about climate change as provided by the teacher.

2. After watching the video, gather in your assigned groups.

3. Discuss with your group members whether your answers to the previous question about climate change were the same or if they have changed after watching the video.

4. Engage in a meaningful conversation, sharing and comparing your thoughts and perspectives on climate change within your group.

Objective:

The objective of this activity is to deepen students' understanding of climate change by watching a relevant video and engaging in group discussions. By comparing and discussing their initial answers to the question about climate change with the new insights gained from the video, students will refine their understanding and potentially reshape their viewpoints. This activity promotes critical thinking, collaborative learning, and encourages students to consider different perspectives and information sources when exploring complex topics such as climate change.

'What is Climate Change' What is climate change

Part 3

Gap-filling

After watching the video and discussion, please, fill in the gaps:

1. Earth is in serious _____ due to climate change.
2. _____ temperatures are higher now than they were 50 years ago.
3. _____ weather events are more common now.
4. Global warming occurs when the earth's _____ traps the sun's heat and this is called the _____ effect.
5. Higher temperatures _____ in warming oceans.
6. As environments change, plants and animals _____ _____.
7. There are many things we can, and must do, to prevent further _____.

Part 4

Instruction:

1. Read the text provided below.

2. As you read, identify and note down five new or novel pieces of information in relation to the video you watched.

3. Focus on any details, facts, or insights that you found to be different or additional compared to what you learned from the video.

4. Take your time to carefully consider the text and make clear and concise notes of the five novelties you identify.

Objective:

The objective of this activity is to enhance reading comprehension skills and reinforce understanding by comparing and contrasting information from the text with the knowledge gained from watching the video. By actively reading and noting down five novelties or new pieces of information, students will demonstrate their ability to analyze and synthesize information from different sources. This activity promotes critical thinking, research skills, and the ability to discern new information within a specific context.

https://www.natgeokids.com/au/discover/geography/general-geography/what-is-climate-change/

Activity 5

Grammar focus: Future simple

Warmer

Instructions:

1. Introduce the grammar focus: Future Simple.
2. Instruct each student to individually write their answer to the question, "What do you think will happen in the future due to climate change?"
3. Encourage students to formulate their responses using the Future Simple tense (e.g., "I think... will").
4. After writing their responses, form groups with multiple students.
5. In the group, each student shares their two sentences starting with "I think... will."
6. Engage in a group discussion and collectively select the five best sentences that effectively convey thoughts about future climate change impacts.
7. Once the group has decided on the five sentences, document or display them for further review.

Objective:

The objective of this activity is to reinforce the use of the Future Simple tense while exploring students' perspectives on the future impacts of climate change. By individually formulating their responses and then working collaboratively to select the best sentences, students will enhance their understanding of grammatical structure and develop critical thinking skills. Additionally, this activity provides an opportunity for students to engage in meaningful discussions about climate change, encouraging reflection and the expression of personal viewpoints.

Note: In addition, students can do the following activities at home:

New Building Bridges 8, Students Book, PP 110-112;

New Building Bridges 8, Workbook, PP 106-107.

Activity 6

Warmer (Brainstorming) - What are energy sources?

Part 1

Match the energy source with the logo:

Energy sources matching.docx

Instruction:

1. The teacher will explain the difference between renewable and non-renewable resources to the students.

2. Following the explanation, the teacher will ask the students to categorize the resources they know into these two categories.

3. Students can either use cut logos provided by the teacher or write the name of the resource in the appropriate column.

4. Students should carefully consider the characteristics of each resource and determine whether it belongs to the renewable or non-renewable category.

5. Encourage students to discuss and collaborate with their peers while categorizing the resources.

Objective:

The objective of this activity is to deepen students' understanding of the difference between renewable and non-renewable resources. By actively categorizing resources and considering their characteristics, students will reinforce their knowledge and develop a clearer comprehension of the two resource categories. This activity promotes critical thinking, classification skills, and encourages students to apply their understanding to real-world examples. Additionally, the use of visual aids and collaborative discussion fosters engagement and active participation in the learning process.

RENEWABLE ENERGY	NONRENEWABLE ENERGY

Part 2

Instructions:

1. The teacher assigns a text to each student based on their reading level.
- Non-renewable VS Renewable resources
- What-is-Energy-and-Where...-Comprehension-Passages".pdf
- https://www.softschools.com/language_arts/reading_comprehension/science/477/renewable_energy/
2. Students individually read the assigned text.
3. After reading, students return to the table or worksheet they previously completed.
4. Students compare their answers on the table/worksheet with the information they found in the text.
5. They check and mark the correct answers on their table/worksheet.

Objectives:

The objective of this activity is to enhance reading comprehension skills and assess understanding of the assigned text. By assigning texts according to students' reading levels, they can engage with appropriate content that matches their abilities. The activity aims to:

- Encourage independent reading and comprehension.

- Develop critical thinking skills as students compare and evaluate their answers.

- Reinforce the connection between the text and the corresponding questions or information on the table/worksheet.

- Provide an opportunity for self-assessment and reflection on reading comprehension.

- Facilitate the identification of areas where students may need additional support or clarification.

- Foster a sense of accomplishment as students verify their correct answers, promoting confidence in their reading abilities.

Part 3

Instructions:

1. Read the same text again (your assigned one) carefully, paying attention to the main ideas and key details.

2. After reading, summarize the content of the text in two sentences, capturing the most essential information.

3. Aim to provide a concise summary that effectively conveys the main points and overall message of the text.

Objectives:

The objective of this activity is to develop reading comprehension and summarization skills. By reading the text again and condensing the content into two sentences, students will:

- Enhance their ability to identify and extract key information from a given text.

- Strengthen their comprehension by synthesizing and summarizing the main ideas.

- Practice concise and effective communication skills.

- Encourage critical thinking by evaluating the importance of different details and determining what is essential for an accurate summary.

- Promote engagement with the text by actively processing and reflecting on its content.

- Foster the development of written and verbal communication skills through the concise expression of ideas.

Non-renewable VS Renewable resources

What-is-Energy-and-Where...-Comprehension-Passages".pdf

https://www.softschools.com/language_arts/reading_comprehension/science/477/renewable_energy/

Part 4 Writing and presenting the commercial

Instructions:

1. Form groups with your classmates.

2. Choose one renewable resource as the focus for your commercial.

3. Collaboratively brainstorm and discuss the unique selling points, benefits, and features of the chosen renewable resource.

4. Design and create a commercial to promote the chosen renewable resource, considering the target audience and desired impact.

5. Allocate roles within the group, such as scriptwriting, acting, filming, or editing.

6. Utilize your creativity to develop a compelling and engaging commercial that effectively highlights the advantages of the renewable resource.

7. Work together to bring your ideas to life, ensuring effective communication and coordination among group members.

8. Practice and rehearse the commercial, making sure everyone is familiar with their roles and responsibilities.

9. Present the commercial to the class, showcasing your group's creativity and persuasive techniques.

Objectives:

The objectives of this activity are to foster teamwork, creativity, and persuasive communication skills while promoting awareness and understanding of renewable resources. Through this activity, students will:

- Collaborate effectively in a group setting, utilizing the strengths and skills of each group member.

- Develop critical thinking skills by identifying and emphasizing the unique selling points and benefits of a specific renewable resource.

- Enhance persuasive communication skills by creating a compelling commercial that effectively communicates the advantages of the chosen resource.

- Cultivate creativity in designing and executing a visually appealing and engaging commercial that captures the target audience's attention.

- Improve presentation and performance skills through the practice and delivery of the commercial to the class.

- Promote awareness and appreciation of renewable resources, encouraging sustainable practices and responsible resource consumption.

- Encourage active participation, engagement, and reflection on the significance of renewable resources in mitigating environmental challenges.

Activity 7

Resources Trivia

Version 1

Instructions:

1. Divide the class into small groups. Each group selects a presenter.

2. Provide each group with a set of trivia cards containing questions. (See below)

3. Instruct the groups to take turns selecting a card and reading the question aloud to the other groups.

4. Allow the other groups a designated amount of time to discuss and come up with their answer.

5. After the time limit, the group that selected the card reveals the correct answer.

6. Award points to each group based on their correct answers.

7. Rotate turns among the groups, continuing the trivia game until all the cards have been used or for a predetermined number of rounds.

8. The group with the highest number of points at the end of the game is the winner.

Objectives:

The objectives of this activity are to reinforce understanding and knowledge of different types of resources while promoting teamwork and engagement. Through this trivia game, students will:

- Demonstrate their comprehension of various resource types by correctly answering trivia questions.

- Enhance their critical thinking skills by discussing and reasoning with their group members to arrive at the correct answers.

- Foster teamwork and collaboration within the groups as they work together to come up with the answers.

- Increase their awareness and knowledge of different types of resources, including renewable, non-renewable, natural, and human-made resources.

- Encourage active participation and engagement in a fun and interactive manner.

- Provide an opportunity for friendly competition, adding excitement and motivation to the learning process.

- Promote retention of key concepts related to resources through repetition and reinforcement during the trivia game.

Questions:

1. What do we call the energy that comes from the heat of our earth?
2. Which chemical element can be used as an energy source?
3. Name two things that belong to biomass.
4. What kind of energy is wind energy?
5. What is one of the pros of solar energy?
6. What do we call the energy that comes from radioactive chemical reactions?
7. Where does solar energy come from?
8. What is one disadvantage of using coal?
9. What kind of energy comes from the power of water?
10. What living beings does using wind power endanger?

Version 2

Instructions:

1. Divide the class into small groups.

2. Explain to the groups that they will be creating their own trivia questions related to different types of resources.

3. Instruct each group to brainstorm and come up with a set of trivia questions, focusing on renewable, non-renewable, natural, and human-made resources.

4. Encourage creativity and variety in question formulation, such as multiple-choice, true/false, or fill-in-the-blank format.

5. Once the questions are prepared, have each group take turns presenting their questions to another group.

6. The presenting group asks their selected questions to the other group, allowing them a designated time to discuss and provide their answers.

7. After the time limit, the presenting group reveals the correct answers and awards points to the other group based on their performance.

8. Rotate turns among the groups, allowing each group to present their questions to a different group.

9. Continue the trivia game for a predetermined number of rounds or until all groups have had the opportunity to present their questions.

10. Keep track of points earned by each group throughout the game.

11. Conclude the activity by announcing the group with the highest number of points as the winner.

Note: It is essential to monitor the quality and accuracy of the questions created by the groups to ensure the accuracy and educational value of the trivia game.

Activity 8

Grammar focus: be going to

Warmer: (Ward Splash)

Pre-teaching vocabulary:

Instructions:

1. Display or write a central topic or keyword related to the video on the board or a visible area (Environment).

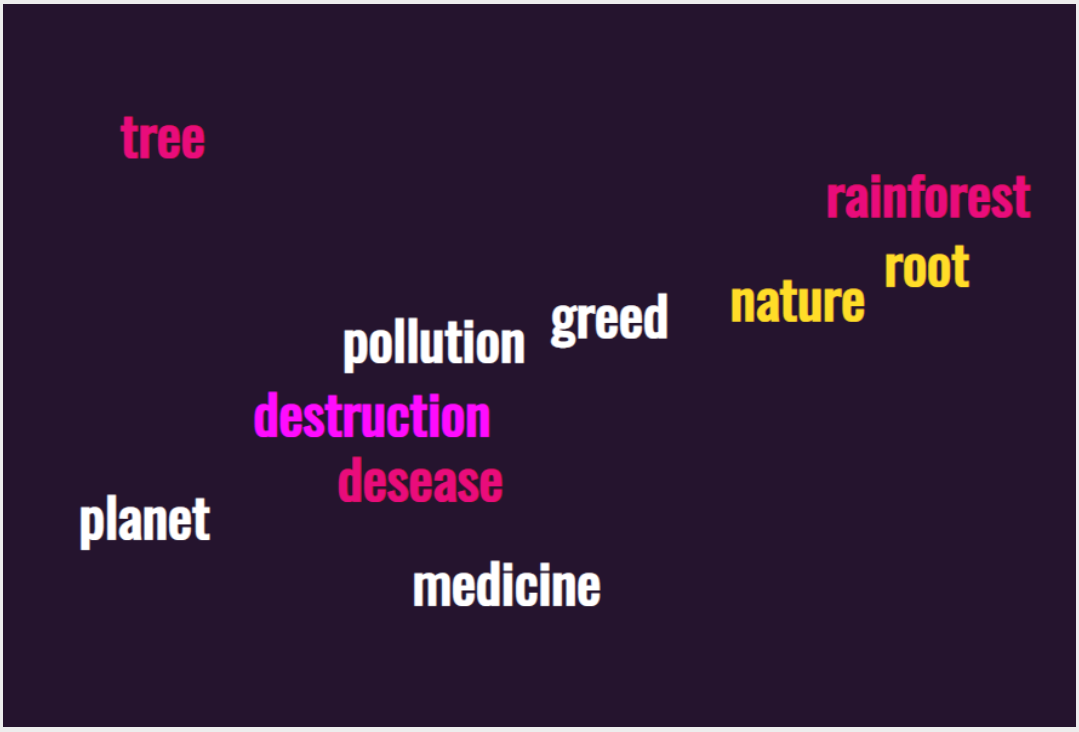
2. Provide students with a few minutes to brainstorm and write down as many words or phrases associated with the central topic as they can think of.

3. Encourage students to be creative and include any relevant vocabulary, concepts, or ideas they can connect to the central topic.

4. Once the brainstorming time is up, ask students to share their words or phrases with the class.

5. As students share their responses, write the words or phrases on the board or create a word splash by arranging them in a visually appealing manner around the central topic.

Add more words as needed:



6. Facilitate a brief discussion about the word splash, inviting students to make connections between the words and phrases, identify common themes, or discuss any surprising or interesting associations.

7. Use the word splash as a springboard for introducing **the video**, highlighting key concepts, or generating excitement and curiosity about the upcoming activities.

Objectives:

The objectives of this word splash activity are to:

- Activate prior knowledge and engage students' thinking by encouraging them to brainstorm and connect ideas related to the central topic.

- Promote creativity and critical thinking skills as students generate a range of words and phrases associated with the topic.

- Enhance vocabulary acquisition by exposing students to new words and expanding their word associations within the topic.

- Foster a sense of ownership and participation as students actively contribute their ideas to the word splash.

- Encourage collaboration and peer learning as students share their responses and engage in discussions about the word splash.

- Create a positive and engaging classroom atmosphere by using the word splash as a warmer activity to pique interest and curiosity about the lesson or topic to follow.

Watching the video and discussion:

Instructions:

1. Instruct students to watch the assigned video attentively.

2. After watching the video, have students individually answer the question: **"What's going to happen according to the video?"**

3. Encourage students to reflect on the content of the video and provide their understanding of the potential outcomes or consequences presented.

4. Once students have written their answers, divide them into small discussion groups.

5. In their groups, have students discuss the following question: **"What can we do to avoid some of the consequences mentioned in the video?"**

6. Encourage students to share their ideas, thoughts, and possible solutions within their groups.

7. Provide ample time for group discussions, allowing students to brainstorm and consider different perspectives.

8. After the group discussions, bring the class together for a whole-class discussion.

9. Facilitate a conversation where groups can share their ideas and solutions, and encourage the class to engage in a meaningful exchange of thoughts.

10. Emphasize the importance of collective action and personal responsibility in mitigating the consequences presented in the video.

Objectives:

The objectives of this activity are to:

- Encourage active viewing of the assigned video and comprehension of its content.

- Develop critical thinking skills as students analyze the information in the video and make predictions about the future consequences.

- Promote collaborative learning by engaging students in group discussions to explore potential solutions.

- Foster creativity and problem-solving skills as students generate ideas for avoiding the consequences mentioned in the video.

- Encourage active participation and communication skills through whole-class and small-group discussions.

- Increase awareness and understanding of the potential consequences of certain actions or inactions related to the topic presented in the video.

- Inspire a sense of responsibility and personal agency by discussing possible actions individuals and communities can take to mitigate the predicted consequences.

Dear Future Generations: Sorry (with Subtitles)

Activity 9

Carbon Footprint

Instructions:

1. Instruct students to individually answer the question: "Where can we leave our footprints?" Encourage them to think broadly and consider different aspects of their daily lives.

2. After answering the question, have students watch the video titled "What is Carbon Footprint." Encourage them to pay close attention and take notes if necessary.

3. Following the video, ask students to answer the question: "What is carbon footprint?" based on the information presented in the video.

4. Once they have answered the question, guide students to measure their own carbon footprint by completing the questionnaire provided at https://footprint.wwf.org.uk/#/questionnaire

5. Instruct students to respond to the questionnaire honestly and provide accurate information about their lifestyle choices and activities.

6. After completing the questionnaire, students can review their results and reflect on their individual carbon footprints.

Objectives:

The objectives of this activity are to:

- Promote critical thinking and reflection by encouraging students to consider where they can leave their footprints in various aspects of their lives.

- Enhance understanding of the concept of carbon footprint through the video presentation and subsequent question-answer activity.

- Foster awareness and knowledge about personal carbon footprints and their impact on the environment.

- Encourage self-assessment and reflection on individual carbon footprints through the completion of the questionnaire.

- Promote a sense of responsibility and personal agency in making informed choices to reduce their carbon footprints.

- Raise awareness about environmental sustainability and the importance of considering the ecological consequences of personal actions and choices.

- Encourage active engagement and participation in assessing and understanding one's own impact on the environment.

Language related objectives:

- Develop reading comprehension skills through watching the video and answering questions related to the content.

- Enhance listening skills by actively engaging with the information presented in the video.

- Expand vocabulary related to environmental sustainability and carbon footprint through exposure to specialized terms and concepts.

- Improve writing skills by completing the questionnaire and providing clear and coherent responses.

- Foster communication skills through discussing and sharing answers to the given questions with peers.

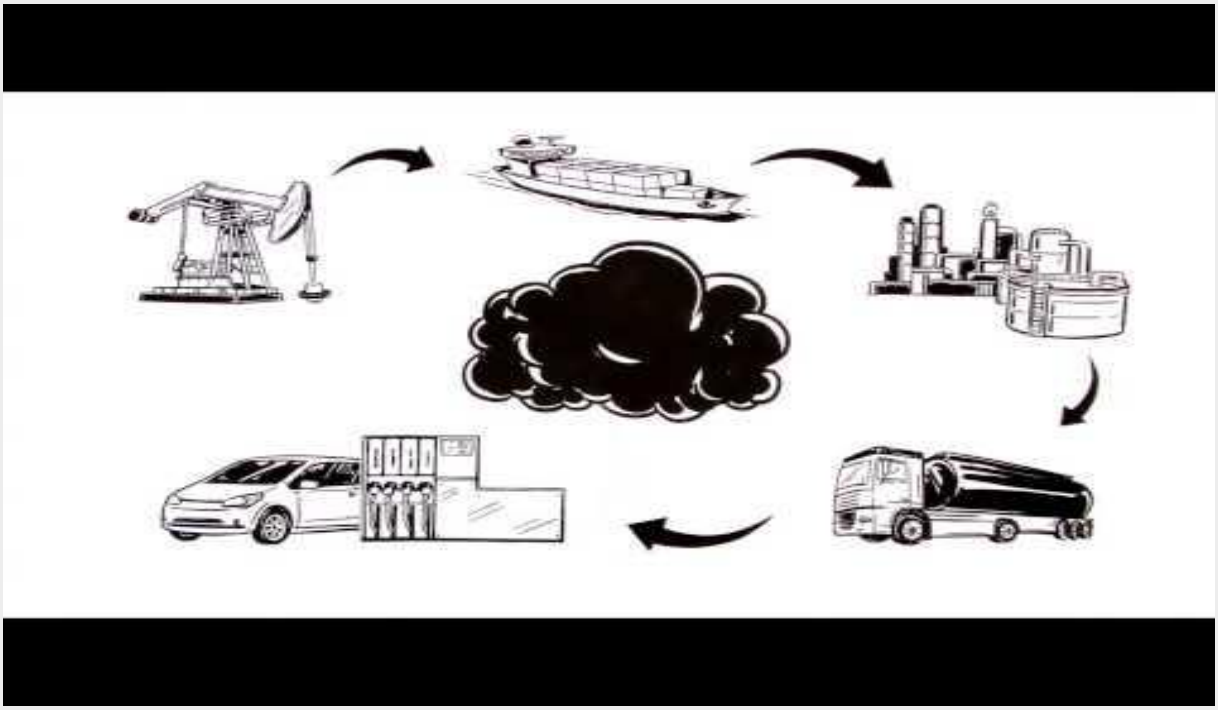
- Promote critical thinking and analysis by synthesizing information from different sources (questionnaire, video) and forming informed responses.

- Cultivate academic research skills by utilizing online resources to access the questionnaire and gather information about carbon footprints.

- Enhance presentation skills by potentially sharing and discussing individual carbon footprint results with the class, utilizing appropriate language and supporting evidence.

These language-related objectives complement the overall objectives of the activity and provide opportunities for language development within the context of environmental awareness and sustainability.

simpleshow explains the Carbon Footprint



Activity 10

Grammar focus: 1st conditionals

Instructions:

Warmer Activity:

1. Begin the warmer activity by asking students to complete the sentence: "If I have time today, I will..."

2. Give each student half of a sentence, making sure to mix up the halves among the students.

3. Instruct the students to find their match by locating the classmate who has the other half of their sentence.

Conditionals.docx

4. Encourage students to interact with one another and engage in conversations as they search for their matching halves.

Reinforcement Activity:

1. Provide the students with the "1st Conditionals.pdf" activity sheet. 1st Conditionals.pdf

2. Explain that this activity will reinforce their understanding and usage of the first conditional grammar structure.

3. Instruct the students to complete the sentences on the activity sheet using the first conditional form (if + present simple, will + base verb).

4. Encourage students to think carefully about the meaning and structure of each sentence and to use appropriate vocabulary and grammar.

5. After completing the activity sheet, have students review their answers in pairs or small groups, discussing and comparing their responses.

6. Optional: Allocate time for students to share their completed sentences with the whole class, providing opportunities for additional practice and reinforcement.

Objectives:

The objectives of this task, including language-oriented objectives, are as follows:

1. Reinforce the understanding and usage of the first conditional grammar structure (if + present simple, will + base verb).

2. Develop students' ability to construct grammatically correct sentences using the first conditional.

3. Enhance students' understanding of the meaning and usage of the first conditional in expressing possible future outcomes.

4. Foster vocabulary expansion by incorporating appropriate vocabulary within the context of the first conditional sentences.

5. Encourage communication skills through interaction with peers during the warmer activity and subsequent discussions in pairs or small groups for the reinforcement activity.

6. Promote critical thinking skills as students match sentence halves during the warmer activity and think about potential future outcomes in the reinforcement activity.

7. Provide opportunities for students to practice sentence construction, reinforcing their overall language proficiency and accuracy in the use of the first conditional structure.

Activity 11

Part 1:

1. Begin the warmer activity by providing students with a couple of conditional sentences that contain some errors.

2. Instruct students to identify and correct the errors in the given sentences, focusing on the grammar and structure of the conditionals.

3. Encourage students to work individually or in pairs to correct the sentences and ensure they are grammatically accurate and logically coherent.

Part 2:

1. After the error correction activity, transition to Part 2 of the activity.

2. Ask students to listen to the provided text about climate change carefully.

Listening 'Climate Change'

3. Distribute a multiple-choice activity related to the content of the text.

4. Instruct students to listen attentively and choose the correct option that corresponds to the information presented in the text.

5. Encourage students to use their listening comprehension skills to select the most accurate responses.

Part 3:

1. Once the multiple-choice activity is completed, guide students to make their own conditional sentences based on the problems described in the text.

2. Provide example sentences, such as "If the planet continues to heat up, the sea levels will rise" or "If we put too much CO2, global warming will damage the whole planet."

3. Instruct students to create their own conditional sentences, highlighting potential future outcomes if the described problems persist.

4. Encourage students to be creative and think critically about the consequences of ongoing environmental issues mentioned in the text.

Objectives:

The objectives of this activity, including language-oriented objectives, are as follows:

1. Enhance students' understanding and usage of the conditional sentence structure by providing opportunities for error correction and sentence reconstruction.

2. Improve students' listening comprehension skills by engaging them in a text-related multiple-choice activity.

3. Develop critical thinking skills as students analyze the content of the text and consider the potential consequences of ongoing environmental problems.

4. Strengthen grammar proficiency, particularly in constructing accurate conditional sentences.

5. Foster vocabulary expansion by exposing students to language related to climate change and environmental issues.

6. Promote communication skills by encouraging students to express their ideas and opinions using conditional sentences.

7. Enhance overall language proficiency by engaging students in a combination of error correction, listening, and speaking tasks within the context of climate change and environmental awareness.

8. Encourage active engagement and participation in the topic of climate change, raising awareness and promoting discussions on environmental sustainability.

Activity 12

Warmer

Instructions:

1. The teacher writes the word "solar" on the board.

2. Instruct students to individually or in small groups, brainstorm and create as many word combinations as possible using the word "solar."

3. Encourage students to think creatively and consider different word forms, such as nouns, adjectives, and verbs, that can be combined with "solar."

4. Allow students a designated time to generate their list of word combinations.

5. After the brainstorming period, ask students to share their word combinations with the class, either one by one or in small groups.

6. As students share their word combinations, the teacher writes them on the board, creating a comprehensive list of word combinations related to the word "solar."

7. Encourage students to listen actively and take note of word combinations they may have missed during the brainstorming phase.

Note: Here are some examples of word combinations with the word "solar":

1. Solar panel
2. Solar energy
3. Solar power
4. Solar system
5. Solar radiation
6. Solar eclipse
7. Solar technology
8. Solar cells
9. Solar heat
10. Solar charger
11. Solar lights
12. Solar industry
13. Solar farm
14. Solar battery
15. Solar rooftop
16. Solar installation
17. Solar thermal
18. Solar wind
19. Solar efficiency

These are just a few examples to get you started. Encourage students to think creatively and come up with their own unique word combinations related to the word "solar."

Objectives:

The objectives of this activity, including language-oriented objectives, are as follows:

1. Expand vocabulary and deepen understanding of the word "solar" by exploring various word combinations and their meanings.

2. Enhance creative thinking and linguistic flexibility as students generate different word combinations using the word "solar."

3. Develop communication skills by encouraging students to share their word combinations with the class, promoting fluency and accuracy in spoken language.

4. Strengthen word association skills by connecting the word "solar" with appropriate and meaningful word combinations.

5. Foster collaborative learning and peer engagement as students work individually or in groups and then share their word combinations with their classmates.

6. Promote awareness and knowledge of solar energy and related concepts by exploring different word combinations associated with the term.

7. Encourage active participation and engagement in vocabulary building activities, creating an interactive and engaging classroom environment.

Part 1

Reading:

Instructions:

1. Provide students with a text to read.
2. Instruct students to read the text carefully, paying attention to the details and main ideas presented.
3. After reading the text, distribute a matching activity to the students.
4. Encourage students to use their comprehension of the text to complete the matching activity accurately.
5. Allow students sufficient time to complete the matching activity individually or in pairs.
6. Once the students have finished, review the answers as a whole class or in small groups, providing opportunities for discussion and clarification.
7. Address any questions or misconceptions that arise during the review process.

Objectives:

The objectives of this activity, including language-oriented objectives, are as follows:

1. Develop reading comprehension skills by engaging students in the reading of a text.

2. Enhance students' ability to understand and identify main ideas, details, and relationships within a given text.

3. Improve vocabulary acquisition by exposing students to new words and phrases in the context of the reading material.

4. Strengthen critical thinking and analytical skills as students match statements or questions with their corresponding answers or definitions.

5. Foster collaborative learning and peer interaction through discussions and group work during the matching activity.

6. Promote effective communication by encouraging students to articulate their thoughts and explanations during the review of the matching activity.

7. Reinforce overall language proficiency by combining reading comprehension with cognitive and linguistic tasks.

Text to distribute:

There is a climate crisis, so we must change how we get our power. We need to stop using fossil fuels, like oil and gas. The European Space Agency (ESA) has started a three-year project to test huge solar farms in space. The ESA hopes to send energy wirelessly from space into millions of people's homes. An ESA spokesperson said one solar-farm satellite could make the same amount of electricity as a power station. She added that the ESA's aim is to have many of these giant satellites in orbit. They could cut our use of fossil fuels and end energy shortages.

The ESA project is called Solaris. The ESA wants Solaris to create "a clean and secure energy future". The agency told the BBC that solar power from space could be of "enormous" help. It said: "We need to convert into carbon-neutral economies, and therefore change the way we produce energy. We especially need to reduce the fossil fuels." It added: "If you can do it from space…this would be absolutely fantastic. It would solve a lot of problems." The satellites will be around 1.7 km long. This is bigger than the International Space Station, which is 110 m in length.

Paragraph 1

1. There is a climate	a. amount of electricity
2. we must change how	b. using fossil fuels
3. We need to stop	c. shortages
4. send energy wirelessly	d. crisis
5. make the same	e. of fossil fuels
6. have many of these giant	f. we get our power
7. They could cut our use	g. from space
8. end energy	h. satellites in orbit

Paragraph 2

1. The ESA project is	a. fantastic
2. create a clean and secure	b. from space
3. solar power	c. help
4. be of "enormous"	d. problems
5. We need to convert into carbon-	e. called Solaris
6. this would be absolutely	f. Space Station
7. It would solve a lot of	g. energy future
8. bigger than the International	h. neutral economies

Part 2

Instructions:

1. After reading the text, ask students to individually reflect on how they want to present the information they learned.

2. Instruct students to consider different formats such as a leaflet, report, presentation, or interview, based on the nature of the information and the target audience.

3. Encourage students to organize their ideas and outline the key points they want to convey in their chosen format.

4. Provide students with time to gather additional information or conduct further research, if necessary, to support their presentation.

5. Instruct students to prepare their presentation by creating a clear structure and selecting relevant visuals or examples to enhance their delivery.

6. Encourage students to practice their presentation and seek feedback from peers or the teacher for improvement.

7. Allocate a specific time for students to deliver their presentations in front of the class or in smaller groups, depending on the class size.

8. After each presentation, encourage classmates to ask questions or provide constructive feedback.

Objectives:

The objectives of this activity, including language-oriented objectives, are as follows:

1. Encourage critical thinking and decision-making skills by asking students to determine the most effective way to present information learned from the text.

2. Develop organizational skills as students plan and structure their ideas in preparation for their chosen presentation format.

3. Enhance research skills by encouraging students to gather additional information and supporting evidence for their presentation.

4. Improve communication skills through practicing and delivering presentations in front of an audience.

5. Foster creativity and adaptability by allowing students to select a format that best suits the information and target audience.

6. Promote collaboration and peer learning through the sharing of presentations and providing feedback to classmates.

7. Enhance overall language proficiency by combining reading comprehension, critical thinking, research, and oral presentation skills.

Final (complex) assignment (task):

Task: Problem Tree Analysis

Topic: Global Warming

Note: the same format can be used for other related topics: Deforestation, Climate change, Pollution. Students can select the one they prefer.

Instructions:

1. Divide the class into small groups.

2. Provide each group with a large sheet of paper or a whiteboard, markers, and sticky notes.

3. Instruct the groups to create a problem tree analysis related to the topic of global warming.

4. Explain that a problem tree analysis involves identifying the main problem (the trunk) and its underlying causes (branches) and effects (roots).

5. Ask each group to brainstorm and write down the main problem (global warming) in the center of the paper or whiteboard.

6. Instruct the groups to identify and write down the main causes of global warming on branches stemming from the problem.

7. Encourage the groups to further explore the effects of global warming and write them down as roots branching out from the problem.

8. Allow the groups to discuss and collaborate on their problem trees, using sticky notes to add additional causes or effects as they analyze the issue.

9. After completing their problem trees, have each group present their analysis to the class.

Objectives:

1. Develop critical thinking skills by analyzing the complex issue of global warming and its underlying causes and effects.

2. Foster collaboration and teamwork as students work together in small groups to construct the problem tree analysis.

3. Enhance research skills by encouraging students to gather information and evidence to support their identified causes and effects.

4. Improve communication skills by presenting the problem tree analysis to the class, articulating their ideas clearly and concisely.

5. Increase understanding of the interconnectedness of environmental issues and their impact on global warming.

6. Promote awareness and knowledge of the factors contributing to global warming and the need for environmental sustainability.

Assessment:

Assessment for this task can be conducted based on the following criteria:

1. Content: The accuracy and depth of the causes and effects identified in the problem tree analysis.

2. Critical Thinking: The ability to analyze and connect the causes and effects of global warming.

3. Presentation Skills: The clarity, organization, and effectiveness of the group's presentation to the class.

4. Collaboration: The level of engagement and cooperation demonstrated within the group.

5. Research Skills: The use of relevant and reliable sources to support the identified causes and effects.

6. Participation: The active involvement and contribution of each group member during the task.

The assessment can be conducted through a combination of teacher observation, peer evaluation, and self-assessment, depending on the class dynamics and preferences.