# Global Change

A   Warmer

Which of these theories and ideas do you believe in? For each choose either:

1 – Definitely Untrue

2 – Probably Untrue

3 – Not sure
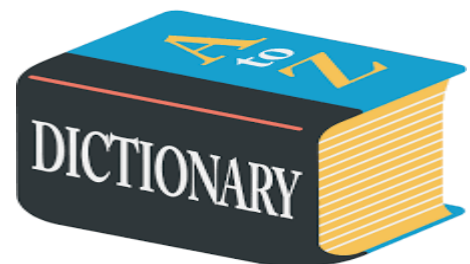
4 – Probably True

5 – Definitely True

- ❖ The climate is getting warmer because of human activity.

- ❖ Fat-free diets are bad for you. Sugar is the real enemy.

- ❖ Governments know that aliens exist, but choose not to tell us.

- ❖ The Covid virus wasn't natural.

- ❖ We have never visited the Moon.

- ❖ Elvis Presley is still alive – somewhere!

- ❖ We all live inside a computer simulation.
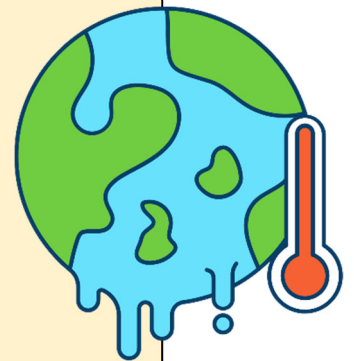
B   Vocabulary

Which of these words would you expect to hear in a conversation about the environment? Where would you see the other words?

CFCs	hurricanes	referendum
deforestation	marinate	renewable energy
demographics	metabolism	sonar
firewall	overpopulation	tectonics
freight	pollution	tundra
global warming	populism	underdog
greenhouse effect		

C   Listening I

Listen to a conversation between two friends, Matt and Kate, about the environment. For each question, decide who says each statement. You can choose either *Matt*, *Kate* or *'nobody'* if you think nobody says the statement.

1. We don't have enough statistics to be sure.

2. Changing how we live would be premature until we are sure.

3. The loss of the Amazon rain forest could cause problems.

4. People only go to zoos to see the very rare, endangered animals that are there.

5. Man needs to do more to find other sources of energy.

6. There's no reason to be so pessimistic about the environment.

7. Not using oil anymore will cost a lot of people their jobs.

8. Mankind has already shown that solutions to difficult problems can be found.

D   Listening II

Listen to the conversation again. For each question, write ONE word used in the conversation that best matches these definitions.

The definitions are given in the same order as they appear in the conversation.

1. harming, hurting _____

2. large tropical storms in the Atlantic _____

3. short term rise or fall _____

4. organ used in respiration _____

5. cutting, especially for trees _____

6. place to live, natural living area of animals _____

7. connected to the sun _____

8. showing lack of knowledge, experience _____

9. people who often look on the negative side _____

D	Listening II

10. someone who often doubts accepted beliefs, theories _____

11. officially prohibited by legislation _____

E	Speaking

The conversation between Matt and Kate includes many examples of functional language.

This is language that is used to perform specific functions in communication, such as expressing opinions, agreeing or disagreeing, and speculating about future events.

Look at the examples of functional language from the conversation and write the numbers in the correct boxes below.

1. I would go along with that, yes.
2. You know they've said sea levels are going to rise by quite a few metres.
3. I can't believe how much man is changing the planet.
4. Hey, calm down Matt. I just think too many people take these things as being definitely true without knowing all the facts.
5. You really don't think global warming is happening.
6. That's not the same thing.
7. To be honest, Matt, not really.
8. For all we know, this is just a natural blip.

Expressing An Opinion

Agreeing / Disagreeing

Speculating

E   Speaking

Your teacher will put you into pairs or small groups.

Discuss one of the following points. One/some of you will take one point of view and the other/rest will take the other point of view:

❖ Breeding endangered animals in zoos is an artificial way of saving them.

❖ More countries should adopt the Chinese one-child policy.

❖ Governments should implement higher taxes on junk food to combat obesity.

❖ All cars should be electric by 2040 to combat climate change.

❖ Social media platforms should censor fake news.

❖ School uniforms should be mandatory in all schools.

❖ The use of drones for surveillance violates personal privacy rights.

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Teacher Notes

Target Language:	**Functional language, the environment.**
Duration:	**60 minutes**

1   Structure and Timing (all times approximate)

A. Warmer   (10 minutes)
B. Vocabulary   (10 minutes)
C. Listening I   (15 minutes)
D. Listening II   (10 minutes)
E. Speaking   (15 minutes)

Total: 60 minutes.

> **Warning:** This lesson asks students to express opinions on some controversial subjects. Approach this lesson plan with care, so as not to place students in uncomfortable situations, particularly if their own viewpoint clashes with the majority of the class.

2   Procedure

A. Warmer

Today's listening centres around a heated conversation about the environment. In the lesson, your students will have a chance to see some environment-themed vocabulary but also to look at some functional language that is used when getting your point of view across and expressing opinions.

And with that in mind, the Warmer that begins the lesson gets students looking at some controversial topics and asks them to say whether they believe them or not. You might want to deal with this list in a more light-hearted all-class manner and thus prevent students feeling like they're being put on the spot.

B. Vocabulary

As students work their way up through the levels of proficiency in English, they will encounter more and more specialised vocabulary from fields as diverse as environmentalism, finance, sports, politics, business and all the rest.

For this vocabulary exercise, put students into pairs or small groups and encourage use of a monolingual dictionary for the words they are struggling with.

Answer Key

> Environment: CFCs, deforestation, global warming, greenhouse effect, hurricanes, overpopulation, pollution, renewable energy.
> Demographics – Sociology/Statistics

Firewall – IT/Computers
Freight – Logistics/Shipping
Marinate - Cooking
Metabolism – Biology/Medicine
Populism - Politics
Referendum – Politics/Law
Sonar - Oceanography/Military
Tectonics – Geology/Geography
Tundra - Geography
Underdog – Sports/Culture

C. Listening I

For this listening, you will need the mp3 file **3L13** found in the *Listening Bank* of the Premium site. The PDF of the transcript can also be found there.

Today's listening features a half-conversation, half-argument between Matt and Kate about the environment. There is a fair amount of environment-specific vocabulary and a large amount of functional language employed.

The first listening comprehension exercise is a 'who said?' task. Read through the statements as a class before you ask your students to listen. Perhaps you could also ask if your class agrees with each statement.

Answer Key

1. Kate
2. Kate
3. Kate
4. Nobody
5. Matt
6. Kate
7. Nobody
8. Matt

D. Listening II

There are several listening skills that it is useful to practise with your students and this task will give them practice at listening for specific information.

At the end of Matt's second turn in the conversation, pause the listening and see if your students are able to match the given dictionary-style definition with his use of the word *'damaging'*. Once your students are clear on what they need to do, you can proceed.

Answer Key

1. damaging
2. hurricanes
3. blip
4. lungs
5. chopping
6. habitat
7. solar
8. naive
9. pessimists
10. sceptic
11. banned

E. Speaking

There are three main areas of functional language used in Matt and Kate's conversation: expressing an opinion, agreeing/disagreeing and speculating. If you want, you could quite easily find many others being used.

The first part of the speaking section requires students to categorise different phrases depending on their language function.

For the second part, ask pairs/groups to choose one of the topics to discuss. Both sides of the debate need to be argued by each pair/group. So, in the style of an academic debate, some students have to argue a viewpoint they might not personally agree with. Monitor the discussions and correct use of functional language at the end.

Answer Key

Expressing an opinion
I can't believe how much man is changing the planet.
Hey, calm down Matt. I just think too many people take these
things as being definitely true without knowing all the facts.
You really don't think global warming is happening.

Agreeing/Disagreeing
I would go along with that, yes.
That's not the same thing.
To be honest, Matt, not really.

Speculating
You know they've said sea levels are going to rise by quite a few metres.
For all we know, this is just a natural blip.

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