

How green are you?

Topic

Being green

Aims

- To practise speaking through interviews
- To practise writing skills by writing a summary of findings
- To practise using the present perfect in a questionnaire
- To increase understanding of actions that can reduce impact on climate change

Age group

Teens

Level

B1

Time

60-90 minutes

Materials

- How green are you? Student worksheet

Introduction

This lesson looks at everyday actions learners can take to reduce their impact on climate change. Learners will carry out two surveys and summarise their findings as a report. From reading their peers' report, learners will be able to decide what actions their class have to take in future. Teachers may adapt some of the survey questions with activities that are more relevant to your learners' context.

Procedure

1. Lead-in: video (5-10 minutes)	<ul style="list-style-type: none"> • If you have access to a computer you may use a video clip such as this one about a school project: https://www.youtube.com/watch?v=oROsbaxWH0M to lead into the topic. For example, you could show clips from the first two minutes of the video and ask your learners to guess what the students in that school are doing for the environment.
2. Task 1: What can we do to be green? (5-10 minutes)	<ul style="list-style-type: none"> • Divide learners into groups and ask them to brainstorm what they can do to 'be green' • This is an opportunity for you to a) pre-teach any vocabulary from the surveys in the students worksheets that you think your students might need and b) any useful vocabulary that some learners know and others don't know. • Learners should vote if they think they do enough or not for the environment.
3. Task 2: Which group is the greenest? (10minutes)	<ul style="list-style-type: none"> • Explain that learners will carry out a survey to find out if we are doing enough 'to be green'. • First of all learners should read the questions (Task 2 on the worksheet0, and answer yes or no for themselves (in the 'me' column). Learners can help each other with the meaning of the questions. From monitoring you can clarify common problems / questions. • The last question is blank for groups to discuss and write their own question – don't worry too much about accuracy at this stage but help them with vocabulary. • Model and drill the first two questions and possible answers – Yes I have, Yes, everyday etc. • Pair groups together e.g. members of group A will interview group B (and vice versa), and groups C will interview group D etc. • Learners interview one (or two if you have an uneven number) from the partnered group recording ticks and crosses for each question. • In their original group, learners count and record the number of ticks and crosses for each question and add them together.
4. Task 3: Reporting your findings (15 minutes)	<ul style="list-style-type: none"> • Use the cline on the worksheet to test learners' understanding of the phrases • Learners should identify that they only use 'has' if they are referring to one person. The example uses '<i>None of the people have</i>' but learners may want to use '<i>Nobody has</i>' and they may use '<i>everybody has</i>' • Learners should read and complete the model report – using their own results to select the most suitable phrases to fill the blank and deciding whether to use 'and', or 'but', depending if the information is contrasting or not. • Give feedback and deal with any common errors.

5. Task 4: Present perfect language focus (10 minutes)	<ul style="list-style-type: none"> • This activity can be used wither before or after the writing stage, depending on the support you feel your learners need and how eager the learners are to report their findings from the survey. • The language focus on the worksheet (Task 4) encourages the learners to notice the use of the present perfect when talking about current behaviour and incomplete timeframes in the questions in the first survey. Ask students what other phrases they could use in place of ‘in the last two weeks’, and write these on the board – eg. <i>In the last year, in the last 5 years, this week, this month etc.</i>
6. Task 5: Whole class survey (15- 30 minutes)	<ul style="list-style-type: none"> • In this stage there will be three different surveys being carried out throughout the class. You may adapt the questions to suit your local context and students’ interests. • There are three surveys to give the learners a variety of questions. Print out enough surveys for the class (e.g if you have 12 students, print 4 of each). Fold the surveys into a large envelope and ask learners to select one at random from the envelope. • Learners need to complete their questions by choosing the right form of the verb and the time frame they wish to ask about. As individuals have chosen their survey at random it should be done individually, but if learners need help they can find others with the same one. • Learners should mingle and interview as many others as possible (interviewing another class or staff can be interesting here). • Learners count up their results and write a report, similar to the earlier model (this could be done for homework).
7. Task 6: Class declaration (optional)	<ul style="list-style-type: none"> • Learners read each others’ reports (or at least 6 reports) and make notes of the main things that lots of people do that are good for the environment and the things that they are not doing that they should. You might ask them to choose three most common things we do and three tings we don’t. • Finally the class can agree on five things they will change for the better and make a class declaration for the wall.

Contributed by

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