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| TITLE | **“Nature is speaking” campaign.** | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Elena Shmidt | | | | Advanced | Adults | 12 | 50 |
| MATERIALS | | | | | | | |
|  | | | | | | | |
| AIMS 1. | | Practicing skimming and scanning skills to identify overall theme and key subject when reading the text. | | | | | |
| **2.** | | Developing skills for deducing meaning from context when locating selected lexis in the text and reading for detail. | | | | | |
| 3. | | Learning verb opposites by analyzing the context and choosing appropriate synonyms for the given verbs. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Teacher’s instructions; partner's answers; original voice-over of the script. | | | | |
| Speaking | | | Words and expressions related to environmental issues; full sentences to answer teacher’s questions about the text. | | | | |
| Reading | | | Script for “Nature is speaking” social advertisement. | | | | |
| Writing | | | Words and expressions related to environmental issues. Answers to the task to fill in the blanks. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Voiced and voiceless variants of suffix -(e)s in the plural form of a noun. | | | | |
| Lexis | | | Words and expressions related to environmental issues (*species, to starve, to evolve*; a number of verb opposites - *thrive-falter*, *regard-disregard*) | | | | |
| Grammar | | | Present Perfect Tense (*I’ve been here*…*I’ve starved species*…) | | | | |
| Discourse | | | Environmental issues. | | | | |
| Functions | | | Making statements. | | | | |
| ASSUMPTIONS | | | | | | | |
| Ss are familiar with vocabulary related to environmental issues such as pollution, recycling, energy sources etc. which will allow them to fulfill word-matching pre-task. Ss feel comfortable when working in pairs to brainstorm with partners and perform other tasks. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| When reading out from the text to support their answers to the task questions, Ss, despite overall high level, are likely to make mistakes in Present Perfect Tense (omit auxiliary verb, use incorrect irregular verb form etc.) As general feedback, the teacher will provide comments on the grammatical structure of key sentences to illustrate rhetorical functions of Present Perfect Tence, as well as juxtapositions and repetitions. | | | | | | | |
| REFERENCES | | | | | | | |
| <http://natureisspeaking.org> scripts and original videos of social advertisements for the public campaign “Nature Is Speaking” | | | | | | | |
| NOTES | | | | | | | |
| Plan B Lead-in and eliciting: the matching activity can be substituted with a lead-in and warmer when a teacher presents pictures/ideas and asks Ss to write down associations on the whiteboard.  More time left at the end of the class: see SOS activity.  Instead of the script mentioned in this lesson plan, any topic-related text (news article/magazine interview or story etc.) can be used as long as the teacher is able to get enough copies.  Ex.:  <http://www.voanews.com/content/south-korea-launches-initiative-recycle-ewaste/2497782.html>  **Cut-off Plan.** No video watching for checking the answers to the text in the main-task section. **SOS activity**  Going Green Quiz  (see quiz attached)  Ss work in pairs, the class compare their answers to the correct ones provided by the teacher . SOS lesson plan Students work in pairs/teams. Each pair/team gets a short story/passage/news article to read and select 10 key words that would encapsulate the meaning of the story. They write down their key words on the whiteboard for the class to see. The class try to restore other Ss’ stories using these keywords. The teacher can assign each team a particular story to reproduce. The team that gets closest to the original story is the winning team. | | | | | | | |

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| PRETASK TITLE | | | Match-and-Mingle Lead-in and Warmer | | |
| AIMS | | | | MATERIALS | |
| Help Ss focus on topic, elicit vocabulary | | | | Matching activity handout cards | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 min | whole class | Listening for the instructions and answering ICQs. | | | Gives matching activity instructions and ICQs. |
| 3 min | whole class | Check their words. Check what other Ss have got. Mingle to find a matching word. | | | Distributes the cards.  Monitor the activity. |
| 3 min | whole class,  in pairs | Once paired up, the come up to the front and write their collocation on the whiteboard | | | Asks the Ss write their collocations on the whiteboard |
| 3 min | whole class | Return to their seats. Compare their collocations with what other Ss have written. Establish connection and common topic. | | | Elicits ideas for the topic. |
| NOTES | | | | | |
| In the beginning of this activity, the Ss are not aware of the topic. This activity is designed as a “discover the topic” activity with an element of surprise. The students need to establish the connection between their words and other Ss’ words and phrases, thus learning what the lesson’s focus vocabulary and discourse are. | | | | | |

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| TASK PREPARATION TITLE | | | Pre-teaching Vocabulary. | | |
| AIMS | | | | MATERIALS | |
| Pre-teach difficult lexis. | | | | Whiteboard and markers. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5 min | whole class | Give definitions, guess/explain the meaning, learn correct pronunciation of the lexis. | | | Pre-teaches lexis:  *aeons, species, evolution* |
| NOTES | | | | | |
| *species*: ask Ss to read the word first. Point out 2 accepted ways to pronounce. Give examples of *species of mammals* [one can find in Korea etc.] to elicit the definition/meaning from Ss.  *evolution*: elicit via simple graphics. NB: The text has word *evolve*, not *evolution.* | | | | | |

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| TASK REALISATION TITLE | | | “Nature is speaking” social advertisement script. | | |
| AIMS | | | | MATERIALS | |
| Practicing skimming and scanning skills. Deducing meaning of words from context. Learning a number of verb opposites. | | | | Handouts with the script for reading and follow-on tasks. Whiteboard and markers.  Video on screen. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 6 min. | whole class.  pairs. | Listen to the instructions.  Answer the ICQs.  Read the text and discuss with one’s partner which word can be put in blanks. | | | Gives instructions.  ICQs.  Monitoring. |
| 2 min. | whole class | Answering CCQs and other questions. | | | CCQs.  Asks questions to invite feedback. |
| 3 min. | whole class.  pairs | Answer the ICQs.  Read for the details. Establish the meaning of the chosen verbs by analyzing the context.  Answer the CCQs. | | | Gives nstructions before reading for the details.  (Synonym multiple choice worksheet)  ICQs.  Monitoring.  CCQs. |
| 4 min. | whole class | Read out the questions. Answer the Qs.  Expressing their opinion.  Supporting their answers with examples from the text. | | | Asks students to take turns reading out the questions (from the question worksheet) and answer the questions. |
| NOTES | | | | | |
| See *Synonym multiple choice* worksheet and *Question* worksheet attached. | | | | | |

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| POST TASK TITLE | | | Enter the name for your post task activity | | |
| AIMS | | | | MATERIALS | |
| Enter the specific aim of this activity | | | | List the materials and equipment needed for this activity | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10 min. | groups of 3-4 | Listen to the instructions, answer ICQs.  Work in groups to discuss and write down the video sequence to illustrate the selected passage from the text.  Read out the result to combine with other Ss’s sequences. | | | Instructions:  each group gets a selected passage from the text to discuss what video sequence could be an illustration to this passage. |
| 5 min. | whole class | * Listen to the instructions.   - Answer ICQs.  - Watch the advert to compare their impressions of the text and the video sequence they’ve described in the previous task with the original video.  - Share their impressions, expressing their opinion. | | | - Gives instructions before watching the original video (for the script voiceover).  - Asks ICQs.  - Monitors for SS’s attention while watching the video.  - Invites feedback. |
| 3 min. | whole class | Answering ICQ. | | | Home assignment. ICQ. |
| NOTES | | | | | |
| Listening for the original voiceover is an optional bonus, which can help the teacher to interest the Ss in visiting the organization’s webpage to watch other fascinating videos on the topic. If theres no time to watch the video in class, it can be assigned as homework.  **Home assignment:**  Visit [www.natureisspeaking.org](http://www.natureisspeaking.org) to watch 2-3 promotional videos voiced over by Hollywood celebrities. Focus: vocabulary. Motivation: passages from these videos are planned for dictation/listening test/etc. | | | | | |

(Script)

Some call me Nature; others call me Mother Nature.

I’ve been here for over four and a half billion years - twenty-two thousand five hundred times longer than you.

I don’t really need people but people need me. Yes, your future depends on me. When I thrive, you thrive. When I falter, you falter… or worse.

But I’ve been here for aeons. I have fed species greater than you, and I have starved species greater than you. My oceans, my soil, my flowing streams, my forests, - they all can take you or leave you. How you chose to live each day, whether you regard or disregard me, - doesn’t really matter to me. One way or the other your actions will determine your fate, not mine.

I am nature. I will go on.  
 I am prepared to evolve.

Are you?

*Read the text. Discuss with your partner which word you can put in blanks.*

Some call me 1 ; others call me Mother 1 .

I’ve been here for over four and a half billion years - twenty-two thousand five hundred times longer than you.

I don’t really need people but people need me. Yes, your future depends on me. When I thrive, you thrive. When I falter, you falter… or worse.

But I’ve been here for aeons. I have fed species greater than you, and I have starved species greater than you. My oceans, my soil, my flowing streams, my forests, - they all can take you or leave you. How you choose to live each day, whether you regard or disregard me, - doesn’t really matter to me. One way or the other your actions will determine your fate, not mine.

I am 1 . I will go on.  
 I am prepared to 2 .

Are you?

*Work with your partner to chose synonyms for the following words*:

**to thrive**

1. to do well 2. to develop 3. to disappear

**to falter**

1. to stay 2. to stumble 3. to transform

**to regard**

1. to respect 2.to remake 3. to forget

**to disregard**

1. to discover 2. to develop 3. to disrespect

**to determine**

1.to stop 2. to decide 3. to delay

*Answer the following questions*:

1. What does Nature mean when saying “I have been here for aeons?”
2. In what way do people disregard nature?
3. Can you think of any signs that tell us nature is faltering?

**Matching activity vocabulary**

global warming

greenhouse effect

renewable energy

natural resources

ozone layer hole

|  |  |
| --- | --- |
| **global …** | **… warming** |
| **greenhouse …** | **… effect** |
| **renewable …** | **… energy** |
| **natural …** | **… resources** |
| **ozone …** | **… layer …** |
| **… … hole** |  |

SOS Activity

**Going Green Quiz**

#### 1**- Which saves more energy:**

#### **A.** Turning your computer off

#### B. Putting it in sleep mode

#### 2**- When you want to recycle your old computer, it’s 20 times more energy-efficient to…**

#### **A.** Refurbish it for reuse

#### B. Dismantle it

#### C. Place it in storage

#### D. Ship it to another country

3-**On average, how long does it take for a person in the to produce their own body weight in rubbish?**

**A.** 7 weeks

B. 7 months

C. 7 years

4**- What is the most common cause of pollution of streams, rivers, and oceans?**

**A.** Dumping of garbage by cities

B. Surface water running off gardens, city streets and farm fields

C. Trash washed into the ocean from beaches

D. Waste dumped by factories

5**- Which of the following household wastes is considered hazardous waste?**

**A.** Plastic packaging

B. Glass

C. Batteries

D. Spoiled food

#### **Going Green Quiz Answers**

#### **A**. Turning it off. Putting your computer in sleep mode cuts energy by 70% but turning it off saves even more. The energy spent restarting the computer is negligible, experts say.

#### **A**. Refurbish it for reuse. Bur unfortunately, only 2% of used PCs are given to a second-generation user.

#### **A**. 7 weeks

#### **B**. Water running off. Stopping runoff saves streams.

#### **C.** Batteries are hazardous waste