

# ENVIRONMENTAL ISSUES

VY\_22\_ INOVACE\_ 11

Vzdělávací oblast: Jazyk a jazyková komunikace

Vzdělávací obor: Anglický jazyk

Ročník: 8.-9.

Topic	Environmental issues
CONTENT AIM	Setting into problematic of environment. An identification and introduction of some main environmental issues with their brief description and demonstration.
LANGUAGE AIMS AND SKILLS	To fix new words. Express their own opinion on what is good and bad for our environment.  Reading-skimming. Ss will read short texts for gist.  Speaking- Ss will express their views to some environ.issues.  Writing- Ss will fill environ.issues in gaps and complete puzzles.  Listening- Ss will listen to the partner's answers.
KEY COMPETENCES	Problem-solving and communicative competency
TIME	45 minutes
AGE	Above 13
LEVEL	The lower intermediate
METHODOLOGY	pair work, individual work, competition, gap/ puzzle filling, following the sentence pattern
MATERIALS	Jigsaw puzzles, a set of pictures, worksheets (1-3), overhead projector, dictionaries

### Procedure:

**1)** Ask students „ *What is the environment?*“( If students do not know the meaning in Czech

teacher gives its description in words to make students come to it themselves).

- make them to think about what benefits and harms our personal environment

- students give their own ideas and they are asked to use expressions e.g. *I think / I don't think /*

*I suppose / In my view ..... is good - beneficial / bad - harmful* to our environment. ( At first the students' discussion in pairs, then individually to the whole class).

**2)** This activity exploits ideas from the previous discussion. Put students into pairs, give them out one piece of blank jigsaw puzzle (worksheet1) to complete it with positive or negative factors influencing our environment and as well as differentiate them, e.g. „ *clean air*“ in green and the dangers, e.g. „ *lots of traffic*“ in red.

Demonstrate it on the board.

Ask them to read their jigsaw puzzles aloud, choose two of them and write down on the blackboard into two columns ( positive/ negative) and compare them with others. In case of inexplicit suggestions a teacher makes it clear. Students can expose their works to see each other.

**3)** Give students the list of randomly arranged words in two columns (worksheet2) to match them to make collocations.( While they are doing this, move around the pairs monitoring and separating any wrong collocations).Then they have to match with Czech equivalents for listed collocations.

Provide the definite answer:

A	B	
1. climate	effect	1. Klimatické změny
2. global	fumes	2. Globální oteplování
3. greenhouse	changes	3. Skleníkový efekt
4 air	rain	4. Znečištění ovzduší
5.exhaust	warming	5. Výfukové plyny
6. acid	hole	6. Kyselý déšť
7.ozone	pollution	7. Ozónová díra

**4)** Students fill the missing words into the worksheets where they find a description of each environmental issue.(worksheet3) The aim of this activity is skimming (get the main idea). They can work with dictionaries and if they do not understand teacher give the scaffolding. At the end of this activity T shows the large pictures through a head projector for the better illustration.

a) They affect the weather so that it can lead to things like melting the polar ice caps, rising sea levels and more intensive storms. \_\_\_\_\_

b) It occurs when the air contains gases, dust, fumes or odour in harmful amount. \_\_\_\_\_

c) An area of the ozone layer, such as the large area over Antarctic or the smaller area over the North Pole that periodically becomes emptied of ozone. \_\_\_\_\_

d) It is the increase in the earth's temperature. \_\_\_\_\_

e) Gases that come out of engines. \_\_\_\_\_

f) It is caused by emissions and other gases which react with water in the atmosphere. It can be harmful especially on plants. \_\_\_\_\_

g) It is the warming of the earth's surface that results when solar radiation (the sun energy) is caught by the atmosphere. \_\_\_\_\_

5) Put the students in pairs. Expose a set of pictures around the classroom. Students have to find the picture which corresponds with the appropriate environmental collocation and write down its letter. It is a competition, for each correct assignment the pair gets one point. They get the feedback when they write down the letters of the pictures to the right collocations (traffic).

6) Students do their self-assessment in the worksheet 4 in that way they circle the suitable answers related to their progress and lesson activities.

7) Set the homework. Students will look for as many words as possible

a) which make collocations with the word *TRAFFIC*

b) which are related to the topic *TRAFFIC*

**Solution:**

1. The environment is something you are familiar with. It is everything around you and it affects our life on the earth (the air we breathe, the water that covers most of the planet, the plants and animals around us and much more.) But there are certain things that are beneficial or harmful for our environment. That is why you should recycle (because it is good) and you should not litter (because it is bad.)

2. The environment contains many different parts, just like the pieces of a big jigsaw

puzzle. Human beings, animals, buildings, the earth, the air, the seas, our climate... and all

these parts interconnect- each part of it connects with another part.

**Worksheet1**



3.

### Worksheet 2

	A	B	
T	1.climate	changes	1. Klimatické změny
R	2.global	warming	2. Globální oteplování
A	3.greenhouse	effect	3. Skleníkový efekt
F	4.air	pollution	4. Znečištění ovzduší
F	5.exhaust	fumes	5. Výfukové plyny
I	6.acid	rain	6. Kyselý déšť
C	7.ozone	hole	7. Ozónová díra

4.

### Worksheet 3

a) They affect the weather so that it can lead to things like melting the polar ice caps, rising sea levels and more intensive storms. *Climate changes*

b) It occurs when the air contains gases, dust, fumes or odour in harmful amount. *Air pollution*

c) An area of the ozone layer, such as the large area over Antarctic or the smaller area over the North Pole that periodically becomes emptied of ozone. *Ozone hole*

d) It is the increase in the earth's temperature. *Global warming*

e) Gases that come out of engines. *Exhausted fumes*

f) It is caused by emissions and other gases which react with water in the atmosphere. It can be harmful especially on plants. *Acid rain*

g) It is the warming of the earth's surface that results when solar radiation (the sun energy) is caught by the atmosphere. *Greenhouse effect*

5. Climate change –T, Global warming-R, Greenhouse effect-A, Air pollution-F, Exhaust fumes-F, Acid rain- I, Ozone hole C

6. Worksheet 4

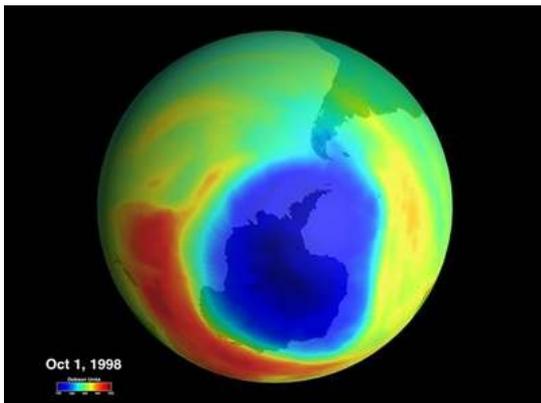
I made progress in vocabulary.	Yes, most.	Yes, a little.	No, at all.
I learnt something about environment.	Yes, most.	Yes, a little.	No, at all.
I weren't scared to express my own opinion.	Yes, most.	Yes, a little.	No, at all.
I enjoyed the activities we have done.	Yes, most	Yes, a little.	No, at all.
The most enjoyable activity was	_____		

7.a) **Traffic** pollution, lights, jam, congestion, signs, circle, island, school, rush-hour, cone, accident

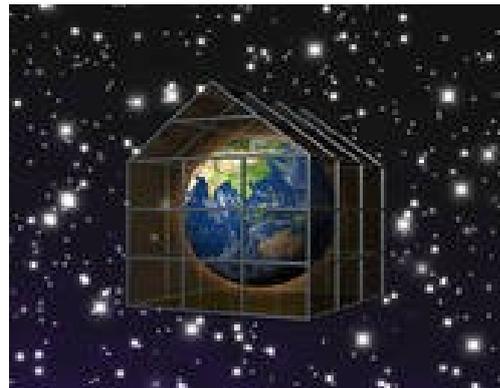
b) driver, vehicle, roundabout, pedestrian, zebra crossing, motorway, road sign, speed limit, emergency lane, break down, slow down, one way, stop, no entry

**APPENDIX 1** (Activity 5, set of pictures, Environmental issues)

C



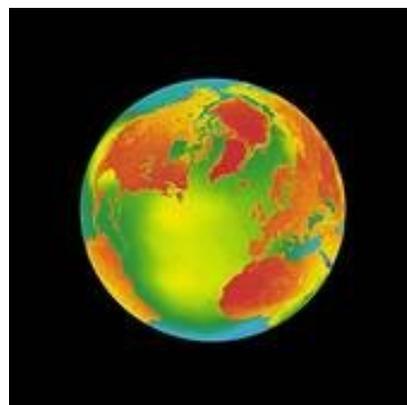
A



F



R



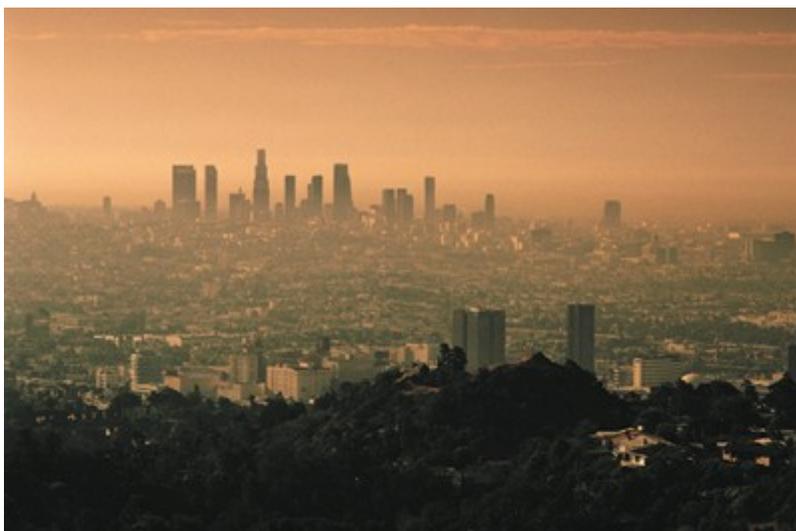
I



T



F



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Druh materiálu: pracovní list

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Vzdělávací oblast: Jazyk a jazyková komunikace

Vzdělávací obor: Anglický jazyk

Tematický okruh: Člověk a společnost

### Metodický list:

1. Vyjádřit jednoduchými pojmy co je životní prostředí.
2. Vyjádřit svůj názor a porovnat s názory svých spolužáků. Používat k tomu dané gramatické struktury.
3. Vypracovat puzzle pomocí termínů co škodí a prospívá životnímu prostředí.
4. Zařadit termíny do popisných struktur.
5. Spojit odborné pojmy s obrázky.

Pracovní list slouží k rozšíření znalostí v oblasti životního prostředí člověka; umět vyjádřit svůj názor a postoj, souhlas, nesouhlas spojený s touto problematikou .