

IGCSE English as a Second Language 0510

Unit 8 Planet Earth

Recommended Prior Knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Students have achieved a lower intermediate level of English to handle the materials effectively.

Context

The unit is suitable for both core and extended tiers of students and can be adapted to suit the amount of time available for the unit. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own. The teacher is free to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

Outline

The content aim of the unit is for students to develop a greater understanding of environmental issues, including nuclear and alternative sources of power, climate change and global warming and natural disaster. The language aim of the unit is for students to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills under the learning outcomes column. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that students can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentation. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources are internet based. If teachers judge that students need more help to achieve the learning outcomes, they are advised to extend the unit at any stage with reinforcement activities of their own choosing.

Assessment Objectives	Learning outcomes	Teaching Activities	Learning resources
<p>Speaking</p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S2 Convey information and express opinions effectively.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 Engage in and influence the direction of the conversation.</p> <p>S6 Employ suitable pronunciation and stress patterns.</p> <p>Listening:</p> <p>L1 Understand and respond to information presented in a variety of forms.</p> <p>L2 Recognise, understand and distinguish between facts, ideas and opinion.</p>	<p>Speaking and listening:</p> <p>Energy: nuclear power</p> <p>Students are able to initiate and sustain a conversation at some length. Students are able to listen to detailed answers closely and are aware that is not always necessary to understand every word to recognise and follow content.</p> <p>Students are able to infer attitude from what is said and adapt a follow-up question e.g. You seem worried at the thought of a nuclear disaster. Can you tell me why?</p>	<p>Speaking and Listening:</p> <p>Energy: Nuclear Power</p> <p>The students can use the worksheet to develop their vocabulary for discussing nuclear energy. The conversation question questions in Activity 3 on the worksheet focus on the pro and cons of nuclear power, issues of radioactive waste disposal and alternatives to nuclear power.</p> <p>Although there are open and closed questions on the worksheet, learners can prepare for the worksheet activity by repeating and practising key ways to develop follow-up questions to achieve a conversation of more depth. E.g. Tell me what you think about having nuclear power in our own country? Do you think there are any other advantages/disadvantages of nuclear power?</p> <p>Students can revise and explore ways of checking back to confirm information and practise interrupting politely. Students can revise expressing feelings and opinions with reasons e.g. 'I'm worried about....because...'</p>	<p>Worksheet:</p> <p>Energy: Nuclear Power</p> <p>http://www.englishclub.com/esl-lesson-plans/worksheets_tp.htm</p> <p>Liz Regan 2006</p>

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<p>Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures.</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling.</p> <p>W6 Employ appropriate register/style.</p>	<p>Writing Activity: Letter to a newspaper about a wind farm.</p> <p>Planning and drafting strategies:</p> <p>Students are able to apply appropriate planning strategies, taking account the context and aim of the letter. They are able to make notes from reading and when planning writing, which can include lists or diagrams. They are able to redraft work after proof-reading, and are aware of when their letters are ready for presentation.</p>	<p>Writing Activity: Alternative energy sources. Letter to a newspaper about a wind farm</p> <p>Students imagine there is a proposal to build a wind farm in their area to provide a non-polluting form of alternative energy. Students are asked to write a letter to their newspaper saying what they think of this idea.</p> <p>Firstly, the pros and cons of alternative energy can be explored in groups. Wind farms can be explored as a specific example along with solar power etc. Students can make notes of the advantages and disadvantages of alternative energy, including wind farms, from their conversations which can be fed back and shared with the whole class. Students can do further research by making notes from information to be found on the internet.</p> <p>Students brainstorm ideas to include in the letter. They could discuss the purpose and audience and make notes. They could explore appropriate vocabulary, discuss sentence structure and share ideas about a suitable register. Initial drafts can be proof-read and corrected (this can be a shared activity, with examples exchanged between pairs or read aloud to groups). Letters could be redrafted, incorporating any changes.</p>	<p>Alternative energy sources Internet research www.wikipedia.com www.ciafactbook.com</p>

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<p>Reading:</p> <p>R1 Respond to information presented in a variety of forms.</p> <p>R2 Select and organise material relevant to specific purposes.</p> <p>R3 recognise, understand and distinguish between facts, ideas and opinions.</p> <p>R4 Infer information from texts (Extended only).</p>	<p>Reading and discussion strategies: Climate change-the evidence</p> <p>Students are able to read critically and match information to scientific definitions.</p> <p>How green are you? Students are able to compare ideas and opinions on the topic and make an informed choice.</p> <p>Global warming message board- Students are able to discuss and evaluate ideas and opinions from different sources and be able to recognise the difference between subjective experience and objective facts.</p> <p>Students are able to draw inferences from the information given or the tone of a text.</p>	<p>Future Trends: Climate change</p> <p>The lesson plans and works sheets A-E provide an interesting way to explore the issues surrounding climate change such as the greenhouse effect, recycling, energy conservation and consequences of global warming. The worksheets include a reading comprehension text, a quiz, vocabulary building and discussion statements.</p> <p>Students have a chance to develop their understanding of the issues, broaden their vocabulary for the topic, express their own views and to compare the scientific evidence for climate change with popular belief. Students ideas of possible bias about the way information is selected and presented can be can be elicited. In worksheet D, message board, students can draw inferences about the controlling influences of the media and whether this is good or bad e.g. You only have to switch on the news to see the crazy things the weather is doing...</p> <p>They can discuss the differences between objective fact and subjective experience. A mixture of small group work, pair work, whole class work and individual work can be used to carry out the activities. Groups and individuals can feedback ideas to the whole class for exploration and analysis.</p>	<p>BBC British Council 2006 Climate Change Lesson plans and worksheets http://www.teachingenglish.org.uk/try/lesson-plans/climate-change</p>

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<p>Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures.</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling.</p> <p>W6 Employ appropriate register/style.</p>	<p>Writing Activity: Article about global warming.</p> <p>Using persuasive techniques: Students are able to judge the impact of a range of dramatic vocabulary and expressions, using intensifiers e.g. 'Disastrous', 'deeply worrying'.</p> <p>Students are able to use evidence to support opinions. Students are able to recognise and use rhetorical questions for emphasising a point.</p> <p>Students are able to use time-related expressions.</p> <p>Students are able to use a variety of tenses to express what is happening now, what has happened, and what may happen in the future.</p>	<p>Writing Activity: Writing an article based in the future.</p> <p>Higher attaining students could imagine that the year is 2037. Global warming has been a problem for many years Students write an article for a newspaper explaining how the world has been affected by global warming, what is being done to control it and what further measures could be taken.</p> <p>Less able students can tackle the task in the present day, if preferred. They could write a letter expressing their concerns about global warming and suggesting ways to control it.</p> <p>The topic will require knowledge, imagination and speculation so preparatory work to brainstorm ideas, will be helpful. Students may want to research the topic further on the internet.</p> <p>They can discuss persuasive techniques to engage the reader such as the use of dramatic vocabulary and expressions to bring home the effects of global warming. The use of rhetorical questions e.g. '<i>What can we do to prevent further disasters?</i>' can be explored. Use of question mark to be highlighted. They can explore the importance of having evidence to support opinions e.g. Research shows that...There is reason to believe that...</p> <p>Tenses can be explored and structures revised, as students may be taking an overview of a period of</p>	

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		<p>time. Issues around the perfect tenses, which often present problems, could be checked so student know how their form changes according to time expressions. They can explore time-related expressions to show how things have changed over time and the appropriate tense to use with them e.g. 'Up until now', 'so far', 'at this point in time', 'now'.</p>	

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<p>Reading:</p> <p>R1 respond to information presented in a variety of forms.</p>	<p>Reading strategies: Predicting.</p> <p>Students are able to apply knowledge of sentence formation to predict the use of prepositions after verbs, nouns.</p> <p>Students are able to recognise and use suffixes, correctly spelled.</p> <p>Students are able to recognise the connotations of a word and give example sentences</p> <p>The students know how dictionaries are organised and are able to use dictionaries to check meaning.</p>	<p>Reading and predicting:</p> <p>Newspaper report: High Winds Hit Oman from BBC learning English</p> <p>The prepositions in the text could be blanked out and students could work in pairs to replace them. The exercise can be followed by checking and then the whole article can be read and discussed. The use of adverbs as intensifiers e.g. widely predicted, sparsely populated can be highlighted and further examples elicited. Spelling issues around the suffix 'ly' can be discussed.</p> <p>Examples of the unstressed conjunction <i>as</i> can be highlighted and discussed. Difficult vocabulary e.g. '<i>disrupts</i>', '<i>batter</i>' can be explored, the negative connotations discussed, example sentences suggested and written on the board. Students can use new words in example sentences, using dictionaries to help.</p>	<p>Learning English –Words in the News 6 June 2007 High Winds Hit Oman http://www.bbc.co.uk/worldservice/learn/ingenglish/newsenglish/witn/2007/06/070606_oman_cyclone.shtml</p>

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<p>Listening:</p> <p>L1 Understand and respond to information presented in a variety of forms.</p> <p>L3 select and organise material relevant to specific purposes.</p>	<p>Listening Skills:</p> <p>Students are able to extract information and identify key words and phrases in a given context.</p> <p>Students are aware of elision and assimilation in speech and are able to use this knowledge to take notes correctly.</p>	<p>Listening Skills The Weather Last Week:</p> <p>Students can listen to the radio news report and complete the notes. Before listening students can predict what the report might tell them, identify key vocabulary and talk about why this will help them to access the text.</p> <p>Students can be expected to listen up to three times to the text. Basic details and the general idea can be identified in the first listening. The second listening can be used to complete the notes. The third listening can be used to stop and replay the tape at specific points to check answers are correct. Attention can be drawn to assimilation and delusion and the difference this creates between sound and spelling e.g. forest fires.</p>	<p>The Weather Last Week Practice Tests for IGCSE English as a Second Language Listening and Speaking Revised Edition Georgian Press 1-873630-48-4 Page 63</p>