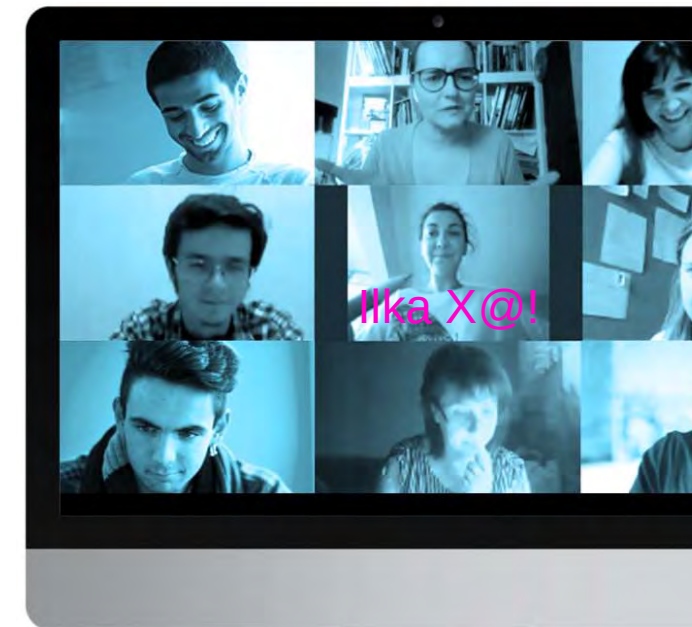


Being green

Theme:
The world of tomorrow

Before we start, please make sure...

- ✓ **your name on Zoom is clear (use Latin letters)**
- ✓ **your camera is on and mic is off (unmute when needed)**
- ✓ **you are in a quiet area that helps you focus**
- ✓ **you have a notebook or a note app ready to take notes**

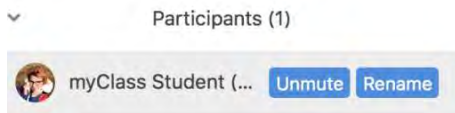


Zoom features

Check your audio and video settings

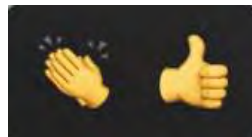


Use Latin letters for your name

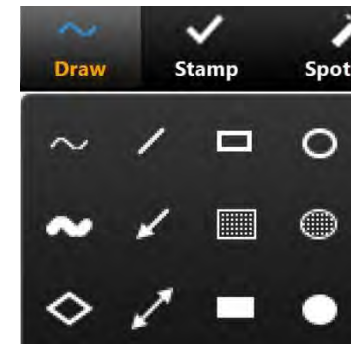


Ask questions in the Chat or use Reactions

Share Screen when the teacher asks



Use Annotate when a screen is shared



Use Save to make screenshots

Welcome to English Online



How does it work?

You need to complete all three parts to get the most out of English Online.



After-class speaking session

Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.

This extra speaking practice will help you...

- improve your conversation skills
- practise using language learnt in class
- support and help your fellow students
- practise using English in a natural context
- become a part of a global learning community



Pre-lesson activities

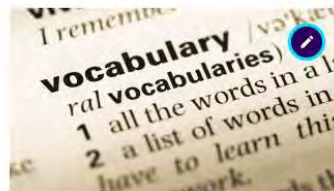
Prepare



Four people talk about being green



Four people talk about being green



Expressing attitudes to 'green' behaviours

Practise



Common collocations - the environment



Common collocations - the environment

Lesson objective

What do you expect to learn by the end of this class?



Lesson objectives

In this **live** part of the lesson, you will produce a list of the most desirable things that individuals and the government can do to help the environment.

You will also review phrases for expressing attitudes to 'green' behaviours that you learned **before** the lesson.

Highlighted skills:

Speaking (live class) and listening (before the lesson)

Language focus:

Vocabulary: environment collocations

Lead-in

Check how much you know about being green. Do the quiz with your partner(s).

How green are you?

- | | | |
|--|-------------------------|-------------------------|
| 1 Electrical appliances don't use any electricity when they're turned off. True or false? | <input type="radio"/> T | <input type="radio"/> F |
| 2 Washing a load of dirty dishes in the dishwasher uses more water than washing them by hand. True or false? | <input type="radio"/> T | <input type="radio"/> F |
| 3 It's better to put your vegetables in a paper bag at the supermarket rather than a plastic one. True or false? | <input type="radio"/> T | <input type="radio"/> F |
| 4 Hybrid cars are slower and less reliable than conventional cars. True or false? | <input type="radio"/> T | <input type="radio"/> F |
| 5 Less than 10% of electricity output globally comes from renewable resources. True or false? | <input type="radio"/> T | <input type="radio"/> F |
| 6 You shouldn't keep turning a light with a compact fluorescent lightbulb (CFL) on and off. It's more energy efficient to leave it turned on all day. True or false? | <input type="radio"/> T | <input type="radio"/> F |
| 7 Turning your home heating thermostat down one degree in winter will save you 5% on your heating bill. True or false? | <input type="radio"/> T | <input type="radio"/> F |
| 8 The biggest consumer of power in the home is the fridge. True or false? | <input type="radio"/> T | <input type="radio"/> F |



Lead-in: answers

- 1 False.** The majority of appliances these days use energy even when they're turned off, for example running on remote control sensors. Unplug appliances when you can.
- 2 False.** Washing dishes by hand can use up to 50% more water than the modern water-saving, efficient dishwasher. Check the Energy Star rating of yours.
- 3 False.** They are both equally harmful to the environment – both to manufacture and to dispose of. Use as few as possible – bring your own and recycle if you have to use them.
- 4 False.** The latest generation of hybrid cars perform as well as or better than conventional cars in tests.
- 5 True.** Only 8% comes from renewable resources, the rest from oil, coal, natural gas, etc.
- 6 False.** It's always better to turn a light off when it isn't needed. No extra energy is expended to turn on a CFL.
- 7 True.** And in summer, your AC should be set at 25.6 or higher for maximum efficiency.
- 8 True,** but modern fridges are becoming increasingly efficient – it's worth replacing an old fridge with a new energy-saving model.

Language focus

Do you remember the phrases from Practice activities?

1 I'm a very **shopper**. I try and buy organic whenever possible.

2 It's a bit more expensive but I **feel strongly** that I can afford it so I have a responsibility to support organic and humane farmers.

3 I'm all for **helping** the environment but some people **go a bit over the top**.

4 And I don't **beat myself up about recycling** – I suspect it's a complete waste of time and it all ends up in a landfill site somewhere anyway.

6 I don't **always practise what I preach** though ...

7 One thing **that drives me crazy is people putting** their veg, like a cucumber for example, or a pepper, in a plastic bag at the supermarket.

8 Most people **don't have a clue about what's in** the food they're buying.

9 I feel **a bit overwhelmed by it all** to be honest – global warming, extinctions, water shortages ...

10 For me, I think **limiting consumption is key**.

Task



Task preparation

Use the phrases from the previous activity to discuss the questions.

- 1** What do you personally do (or not do) to help the environment? Think about your home, your place of work or study, what you buy, etc.
- 2** What 'anti-green' behaviours annoy you in other people?
- 3** How much does your government do to help with environmental problems?

Task

With your new partner(s) draw up a list of actions:

- (a) that you as individuals could take to help the environment
- (b) that you'd like to see implemented at a local or national government level



Task feedback

Report back to the rest of the class with your list of recommendations.

Which of them are you going to put into practice after this class?

What are the top three recommendations?



Feedback

Good engagement with the topics.

Excellent use of the target language.

Good use of functional language during the task.

Review

Lesson materials

Make sure you have

- **downloaded the *.pdf with this presentation**
- **saved the Zoom Chat**



How can you make more progress?

Complete the Progress activities online.



To read more about the natural environment, check out...



<https://www.nationalgeographic.com/environment/>

What's next?

Book the next lesson in the theme.

Social

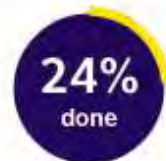
The World of Tomorrow

6 lessons

Brighten your future by attending this theme. You'll learn about green tech, aliens and space. This is a great opportunity to get out of your comfort zone and really improve the dexterity of your English.



Green News



Being green



Working together



Green tech



Aliens



Life on mars

After-class speaking session

You can talk about any topic that interests you!

Use these questions as a guide, if needed.

- Does your local government make it easy or hard for citizens to recycle?
- What should we do to increase awareness of pollution?
- If you live on an island or on the coast, does this increase the danger from global warming? Why?
- Should petrol for motorists be more expensive?
- How can we protect the environment and at the same time improve people's standard of living?

For help, contact:
support.englishonline@britishcouncil.org

Dos

- ✓ Treat everyone with respect
- ✓ Keep your camera on and ready
- ✓ Let others share ideas too
- ✓ Listen to everyone
- ✓ Click 'Leave' if you cannot

Don'ts

- ✗ Don't take pictures or recordings
- ✗ Don't share personal details
- ✗ Don't let your children be onscreen

What do you think?

Do you like the platform?

What did you think of the activities?

What further information do you need?

For more information, write to

support.englishonline@britishcouncil.org



Teacher's Notes

This slide deck was made by Karolina Witkowska

Notes

Share your thoughts about the lesson with the next teacher