

# The Environment and Pollution: Teaching Suggestions

**N.B. In these notes 'TT' means 'Teaching Tip'. These tips are written in plain, jargon-free English and are designed to help new teachers. They are available on TEFL.NET**

## Activity 1

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1. Get a student to read the instructions and the vocabulary out loud (TT2) and check that the students understand the instructions (TT3).
2. Tell the students to start doing the exercise on their own.  
Tell them to guess the answers if they don't know some of them (TT6).
3. Stop the activity (TT7).
4. Get the students to check their answers together in pairs or small groups (TT13).
5. Get feedback (TT8).

**Answers:**      **oil spill**                      **exhaust fumes**                      **catalytic converter**  
                         **ecological disaster**      **global warming**                      **acid rain**                      **ozone layer**

6. Check pronunciation (TT4).

**N.B. You don't need to explain the new vocabulary to the class - the students will discover the meaning of the new words as they do the next exercise.**

## Activity 2

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1. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
2. Get the students to read all the sentences first without writing anything (TT14).
3. Tell the students to start doing the exercise on their own.  
Tell them to guess the answers if they don't know some of them (TT6).
4. Stop the activity (TT7).
5. Get the students to check their answers together in pairs or small groups (TT13).
6. Get feedback (TT8).

**Answers:** **1. exhaust fumes...acid rain**                      **2. ozone layer**  
**3. greenhouse effect...global warming**                      **4. oil spill...ecological disaster**

7. Consolidate pronunciation (TT4).

8. Then show them how to make questions from the statements:

Example:

1. I think that the smoke from factories is much more dangerous to the atmosphere than exhaust fumes from cars.  
*Do you think that the smoke from factories is much more dangerous to the atmosphere than exhaust fumes from cars?*
9. Elicit (TT12) follow-on questions to keep the conversation going. (e.g. *Why? How dangerous? etc.*)
10. Do the other ones together if necessary or let the students do it spontaneously as they have their conversation together. Whatever you think best.
  2. *Do you believe there is a hole in the ozone layer?*
  3. *Do you like the fact that the greenhouse effect is making the planet hotter?*
  4. *Do you think the oil spill in the Galapagos Islands was a preventable ecological disaster?*
11. Let the students begin their conversation, speaking together in English (TT5). Encourage students to build the conversation in a natural way by asking supplementary questions of their own as long as they are relevant to the topic (TT16).
12. Monitor (TT10).
13. Stop the activity (TT7).
14. Get feedback (TT8).
15. Do some error correction (TT11).
16. Consolidate pronunciation (TT4).

## Activity 3

(see next page)

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## **Activity 3**

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1. Put the students into pairs or small groups (TT1).
2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Let the students read the questions then deal with vocabulary queries (TT9).
4. Give the students time to brainstorm vocabulary (TT15).
5. Let the students begin their conversation, speaking together in English (TT5).
6. Monitor (TT10).
7. Stop the activity (TT7).
8. Do some error correction (TT11).
9. Consolidate pronunciation (TT4).

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How can you improve this lesson next time you teach it? Why not use the space below to make some notes?

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