

Lesson Function 1: Introduce and practise topic-related word partners/collocations.

Lesson Function 2: Create opportunities to practise fluency.

Level: Intermediate to Advanced.

Time: 60 – 90 minutes

Preparation: Photocopy 1 worksheet per student.

To start: Ask the students which letter is usually silent in the word 'environment'. Answer: the 2nd 'n'.

> A Students work in pairs (or you could do this as an open class discussion). Answers:

> B Students work in pairs or small groups and may use a dictionary if necessary. Monitor. Stop the activity. Elicit feedback.

Answers: developing countries, endangered species, forest conservation, water shortage, wildlife trade, aid agencies, climate change, energy crisis, fossil fuels, nuclear power.

> C. Students work individually. Monitor. Students check their answers in pairs. Elicit feedback.

Answers:

1 aid agencies 2 wildlife trade 3 endangered species 4 nuclear power 5 forest conservation
6 developing countries 7 fossil fuels 8 climate change 9 energy crisis 10 water shortage

> D. Students work in pairs or small groups. They should use the Follow-up Questions to extend the discussion. Monitor and encourage students to think up follow-up questions of their own. If students spend a minimum of 3 minutes exchanging their opinions on each question (including the follow-up questions) then this activity should enable them to have a conversation in English which lasts between 30 and 45 minutes. As you monitor you can feed in other necessary vocabulary. The following lexis may be of use. You could also pre-teach these words and phrases to more advanced students before starting the activity but beware of overloading lower level students.

Wildlife trade fur, pelts, aphrodisiacs, culinary delicacies

Endangered species biodiversity

Nuclear power explosion in nuclear reactor, nuclear fallout, radioactive, acid rain

Forest conservation trees provide substances used in medicines, deforestation causes soil erosion

Fossil fuels solar power, wind farms, windmills, not cost-effective

Energy crisis switch off, turn off, blackout

Climate change sea levels rise, flood (verb and noun)

Water shortage drinking water, fresh water, tap water, wells, pumps, rivers, streams, sea water, salt, oceans, thirsty, dehydrated, desert

> E. Students work alone then check their answers in pairs. Elicit feedback. Answers: 1 on top of the world 2 out of this world 3 It's not the end of the world 4 (I would)not (work abroad) for all the world.

> F. Students work in pairs (or you could do this as an open class discussion).

To finish: Brainstorming: Tell students to turn the worksheet over. Give them one minute to write down all the topic-related word partners (collocations) they remember from this lesson. Then get the students to check with a partner. Who remembered the most words?

Quick open class discussion: Which phrases are the easiest/most difficult to remember? Why?

Extra idea: For homework: tell students to write a short article about Question 1 or 6 in Activity C or to prepare a one-minute speech on the subject.