

Energy 3 Unit 9 Poster campaigns

Teacher's Notes

- Time** Approx 40 minutes (could be done over two lessons)
Interaction Groups of 3–6
Preparation A3 paper, magazines, scissors, glue, coloured pens/pencils
You could prepare your own poster as an example
Aim To enable students to work together to produce a campaign poster about an environmental issue. Revision of environment vocabulary, and structures, for example, passives, zero and first conditionals.

Procedure

- Whole class: ask students to say which environmental problems are an issue for people their age. If ideas are a problem, refer students back to unit 9. For example:

acid rain nuclear waste fuel shortages air
pollution
water shortages recycling non-recyclable rubbish

- Ask students to choose which of these issues seems the most important to them. Put students into small groups (of 3 to 6 people) to work on each issue.
- Tell students to brainstorm reasons why this issue is a problem. You can refer students to the article on page 100 in their SB. Highlight features of language in text or used elsewhere, for example:

Introduction of situation

In Britain, eight billion plastic bags are used every year.

Problems

in the past ... but now they are ...

turtles and thousands of other animals die ...

What happens when we take no action

If we don't look for solution, the problem will get worse.

Solutions/ways of change

If you use plastic bags, use them 5 or 6 times.

- Give students about 15 minutes to plan the content of their posters and work on written text. Monitor and assist with ideas or unknown language. Note: You may want to finish your lesson with this task and set the following homework task: to do some research on environmental issues to get facts for the group's poster.
- Tell students to check the accuracy of their texts – you can highlight some common errors on the board and ask the class to correct or ask students to correct another group's draft text.
- Tell students to plan the layout of their poster *before* they start working on it – give 5 minutes to discuss.

- Set a time limit of 15 minutes to produce posters. Students can use colour and pictures to make posters attractive. Tell them to make any writing visible when poster is shown from front of class.
- When posters are finished, ask groups to present their poster to the class. Tell them they want to make people think their issue is the most important one.
- Students do/listen to the groups' presentations. At the end, they vote for the best poster/presentation. The one with the most votes wins the environmental debate.