

araq

StartUp 6

Listening

Unit4 – Lesson3

Page47

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



MELTING


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


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GREENHOUSE GASES



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

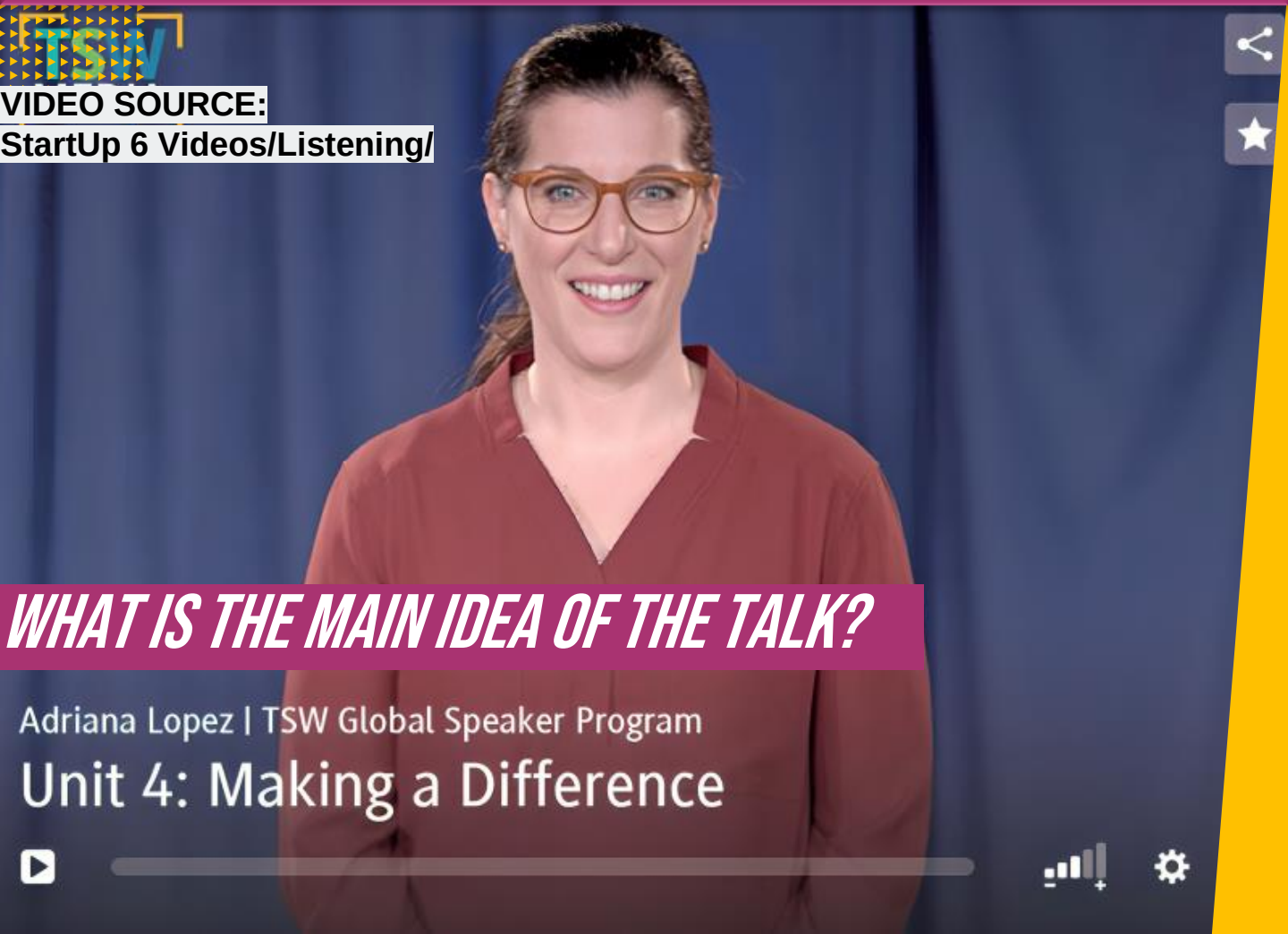
Teach the form of the word. Then ask some concept checking questions.



URBAN GARDENING

Familiarize the students with the listening part. Play the video once to do the task.

VIDEO SOURCE:
StartUp 6 Videos/Listening/



B 04-17 Read the Listening Skill. Listen or watch again. Complete the sentences with the words and phrases that identify causes and effects.

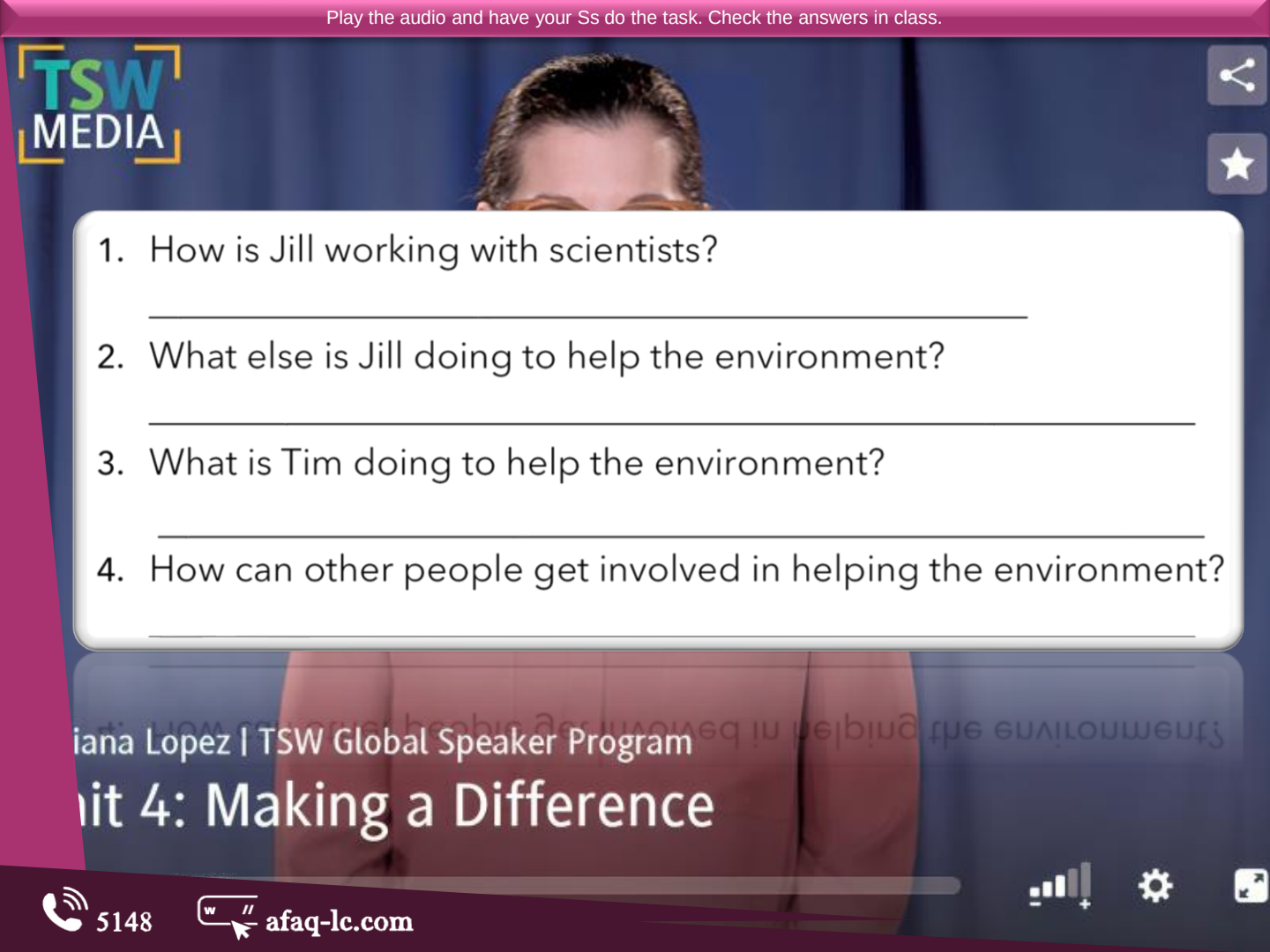
1. Climate change is _____ the earth to get warmer.
2. Our air and water are becoming contaminated _____ pollution.
3. Others are monitoring and restoring coral reefs that have been damaged _____ rising ocean temperatures.

LISTENING SKILL

Listen for cause and effect

Listen for words and phrases like *due to*, *cause*, *effect*, *because of*, *as a result of*, *in turn*, *since*, *thus*, and *so* to identify causes and effects.

Play the audio and have your Ss do the task. Check the answers in class.



Have Ss identify the correct meaning. Go over the answer as a class.



D VOCABULARY EXPANSION Read each sentence from the talk. What do the underlined expressions mean?

1. Let's face it—our planet is in trouble.

   _____

2. Lots of people like Jill are teaming up with scientists to help the environment.

   _____

3. They're ordinary people, just like you and me. But they're pitching in to make the world a better place.

   _____

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Give a couple of minutes to your Ss to think about the topic they intend to share. Provide adequate samples.



A THINK What are some environmental problems where you live or that you know about? How could you or other people help to solve them? Complete the chart.

Environmental problems	Solutions

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Have your Ss share what they have prepared in their breakout rooms. Monitor the groups and prepare your FEEDBACK.

B PAIRS Discuss the problems and solutions.



C COMPARE Share the problems and solutions with the class. Which problems are the biggest? Are there any problems that everyone could help with?



Making a Difference

Let's face it—our planet is in trouble. Climate change is causing the earth to get warmer. Our air and water are becoming contaminated because of pollution. These changes are happening now, right in front of us. So what, if anything, can the average person do to make things better? A while back, my friend Jill was feeling pretty helpless about all this. After all, who can stop a glacier from melting or clean up the whole ocean? Then, she found out about an environmental project that fits her interests and abilities. Jill is an enthusiastic surfer, and she loves the ocean.

A few years ago, scientists developed special fins surfers can attach to their surfboards. These fins have sensors that can measure water quality and temperature. Surfers can send the data from the sensors through a smartphone app to scientists all over the world. Now, Jill isn't just riding the waves; she's also collecting information that's helping scientists understand how climate change is affecting the oceans. She's even taking the project one step further. Once a month, she gives presentations to students and community members about what she's doing and encourages others to get involved. Lots of people like Jill are teaming up with scientists to help the environment. For example, some are collecting samples from glaciers to help scientists learn how fast they're melting. Others are monitoring and restoring coral reefs that have been damaged as a result of rising ocean temperatures. However, not everyone is getting involved in projects so far from home. Take my friend Tim, for example. He wanted to help out more locally, so last year, he planted a garden on the top of his apartment building. Now, he's one of millions of people around the world who are participating in urban gardening. Of course, their gardens give them a lot of fresh fruits and vegetables, but they also help the environment. The plants filter carbon dioxide and produce oxygen. They not only cool down the apartment building, but, to a small extent, also the city during the hot summer months. But Tim wasn't content just to manage his rooftop garden. Earlier this year, he joined an urban gardening organization that's working with the government to add more parks and green spaces to the city. He's working to get rid of air pollution and fight climate change one plant at a time. Why am I telling you about Jill and Tim? Well, they're ordinary people, just like you and me.

But they're pitching in to make the world a better place. If you want to get involved, there are plenty of things you can do. There are organizations online that can set you up with projects in your own neighborhood or around the world. And look around you. I'm sure there's at least one other volunteer in the audience. Start today. It's never too late, and every little bit helps. As Jill recently told me, "It's better to make a small difference than to do nothing at all."

READ THE SCRIPT AND UNDERLINE ANY NEW WORDS YOU DO NOT KNOW. (PAGE 176)

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AS HOMEWORK USE A DICTIONARY TO LOOK UP THE WORDS AND LEARN THEM

Homework

Provide the Ss with the audio link of the Listening. Highlight the page number of the script. Familiarize them with the concept of shadowing if necessary. Assign them to perform shadowing to the conversation.



Listen to the Listening using the link.

Perform shadowing by practicing the rhythm, intonation, and pace of the speakers.