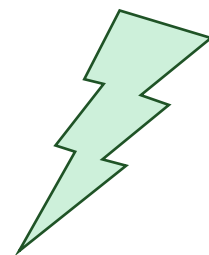


# SHOCK TACTICS



## Teachers Notes

### Lesson Objectives

- Learners will be able to discuss environmental issues using topic vocabulary and modifying comparative structures.
- Learners will develop critical thinking skills as they work collaboratively to devise a video script or storyboard to raise awareness for environmental issues.

**Level:** This lesson plan is suitable for an upper-intermediate level class (B1+ or higher).

### Materials Required:

- Student Worksheet
- Humanity's Impact video - <https://vimeo.com/453215291>
- Wasteminister video - <https://youtu.be/Hr6RqGg6ExE?list=TLGGVD9UXJOZZ50xMzA3MjAyMQ>
- Not just any Salmon video - [https://youtu.be/zEuWILYnE\\_A?list=TLGGN6AWf8q2lasxMzA3MjAyMQ](https://youtu.be/zEuWILYnE_A?list=TLGGN6AWf8q2lasxMzA3MjAyMQ)
- Turning Point video - <https://youtu.be/p7LDk4D3Q3U?list=TLGGmJXYGD2qSGgxMzA3MjAyMQ>

## Procedure

1. **Warmer** – Check students understand the title of the lesson. Explain, if not, that 'shock tactics' are when someone does something surprising in order to provoke a response. Ask students to discuss the questions in exercise 1 in pairs, giving reasons for their answers. Fast finishers can ask further questions on the topic or compare their answers with another pair.



- 2. Vocabulary focus.** Tell students to look at the words in the box. Drill pronunciation and ask students to mark word stress. Ask students to match the words to the definitions individually and compare their answers with a partner. Feedback as a class.

**Key:**

- a. Global warming
- b. Land degradation
- c. Biodiversity loss
- d. Clear-cutting
- e. Overpopulation
- f. Ice caps melting
- g. Plastic Pollution

- 3.** Ask students to discuss the questions in pairs or small groups. Encourage students to use the vocabulary from the previous exercise and also to demonstrate what other environmental vocabulary they know. The third question 'What can be done to address these problems?' is a good opportunity for students to review modal verbs such as could, might, may, have to, etc. You could board useful structures before students answer the questions to provide extra support. Feedback answers briefly as a class and focus on any emergent language.

Extra question for fast finishers: *Does your school/ town/country do anything to resolve or raise awareness of any of the problems in exercise 2?*

- 4.** Ask students to read the quote in exercise 4. Check they understand it by asking students to paraphrase/translate it. Give students some time to discuss to what extent they agree with the quote, justifying their answers. You could introduce/review adverbs of degree here e.g. totally, absolutely, partially, etc
- 5.** In exercise 5, students guess the answers to two questions that are shown in the video. Give students a couple of minutes to read and guess the answers, encourage them to offer their ideas to the whole class. Display the video and ask students to check their answers. Then give pairs or small groups several minutes to discuss their reactions to the video using the question prompts in exercise c.
- 6. Grammar Presentation – Modifying Comparatives**  
Board the gapped sentence or draw your students' attention to the green box on the handout. Ask students what words could fit the gap and board the correct answers (modifiers such as far, much, a little, etc).



Explain the function of these words – to modify the strength of the comparative to show big or small differences. Write 'That's much higher than I thought!' and 'That's a little higher than I thought' and elicit the difference.

Ask students to look at the table and the modifiers. Spend a few minutes drilling the correct pronunciation. Then ask students to categorise the modifiers in the correct part of the table. Feedback on the board/screen.

**Key:**

To show a big difference	To show a small difference
much	slightly
a lot	a little
far	a bit
even	a little bit
	not much

Highlight the fact that when we want to emphasise that there is no difference we use either 'just' or 'the same' with an as...as structure.

Recycling is just as successful in Italy as it is in France.

7. In exercise 7 students have controlled practice of the grammar. Ask learners to read the sentences and check that they understand the language. Ask students to complete the sentences with a modifier so that the sentences are true for them. Focus on the example sentence. Highlight the fact that the exercise is subjective so answers can vary. Set a time limit for students to complete as many as possible.
8. Ask students to compare their sentences in their pairs/groups and to see if their ideas were similar or different, discussing their choices.
9. Exercise 9 showcases three short videos which are designed to raise awareness of environmental issues by being quite shocking. Ask students to watch the three videos and decide which has the most impact on the viewer. Ask students to discuss the videos with a partner using modified comparative structures to express their opinions. Draw attention to the example in the image to add support.

Feedback as a class and perhaps do a class vote to determine which video is deemed the most shocking.

10. Students consolidate the language from the lesson through a speaking project where they are asked to devise and script/storyboard a video to raise awareness of environmental issues.



- Divide the class into small groups and give them several minutes to decide on which environmental problem they would like to focus on.
- Make sure students are happy writing a simple script, emphasising the fact that they need to focus on what will be shown and what will be heard. If students are more comfortable, they could produce a storyboard – a sequence of images (either hand-drawn or sourced from the internet) which depicts the key events of the video, accompanied by notes underneath.
- Explain that they have 15 minutes to think of the story and produce their script or storyboard as a group.
- Tell students that once they have finished they will present their ideas to the class and vote on the ideas they like the best.
- Monitor and assist while the students do the task.

**Special thanks to Katherine Bilsborough for her generous and helpful feedback on this lesson plan.**

### **Images**

Pixabay

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