

**Conversation Task:
The Environment Concerns
Us All**

At a glance

Level: ISE II

Focus: Conversation task

Aims: To develop students' active vocabulary when discussing the environment, to expand their knowledge of useful phrases used in conversation

Objectives: To show understanding by responding appropriately, to maintain a conversation on environmental concerns and to repair the conversation if there is a misunderstanding

Topic: Environmental concerns

Language functions: Expressing and expanding ideas and opinions, eliciting further information and negotiating meaning

Grammar: Linking expressions

Lexis: Environmental concerns, words and phrases to encourage further participation

Materials needed: Whiteboard, one worksheet per student, pens, one blank piece of paper per two students and dictionaries

Timing: Approximately 60 minutes

Procedure

Preparation

Print one worksheet per student.

In class

1. Explain to the class that they will be doing an activity that will help them to practise for the Conversation task of the ISE II Speaking & Listening exam.
2. Write 'Environmental concerns' on the board and let students discuss in pairs what this may mean. Ask the groups to feedback in open-class and elicit responses.

3. Give each student a copy of the worksheet and ask them to complete Task A. Tell the students to put a tick next to the environmental concerns that were mentioned in step 2. Ask students to compare their answers with their partner and discuss the meaning of the new environmental concerns. Then carry out group feedback.
4. Put students in pairs and give each pair one piece of blank paper. Ask the students to draw a circle on the blank piece of paper. Let them pick one environmental concern and ask them to write it in the circle (ensure that not all of the students choose the same concern). Ask the students to write down as many words that come to mind when thinking of the environmental concern of their choice. Let them use a dictionary, if possible. Monitor and assist if necessary.
5. Discuss as a group and write any useful vocabulary on the board.
6. Tell the class they are going to discuss one or more of the environmental concerns in groups later, but before they do they are going to look at some useful expressions they can use during the conversation phase.
7. Draw the following table on the board:

Linking words	Asking for an opinion	Asking for clarification

Elicit some example phrases/expressions for each column.

8. Tell students to complete Task B. Ask them to put each expression into the correct column. Ask students to compare their answers in pairs. Then carry out group feedback. Write the answers on the board or ask the students to do this.
9. Practise the pronunciation of the words and expressions by asking the class to repeat after you. When modelling, use the appropriate intonation patterns. Drill the words chorally and individually.
10. Put students in pairs and let them discuss one environmental concern. Ask them to use as many linking words from Task B as possible. Monitor and assist if necessary. After a few minutes, ask the students to choose another environmental concern and discuss it in pairs.

11. Put the students in new pairs and let them discuss a different environmental concern. Ask the students to use the linking words again from task B and encourage them to ask for each other's opinion using the expressions from task B. Monitor and write down any errors on the board. After 1-2 minutes stop the students and have one of the students ask the other for clarification using one of the expressions from task B.
12. Have a whole class discussion on one or more environmental concerns and mainly focus on content. Encourage students to ask for clarifications and opinions.
13. Now draw the students' attention to the errors that you have written up on the board. Ask the students to discuss in pairs what is wrong with the sentences or phrases and to correct them. Correct the errors as a group. Elicit the correct answer and the reason.

Extension activity

Ask the students to discuss in pairs the consequences for each environmental concern. Ask the students to discuss how they may be linked. For example, deforestation may be linked to species becoming extinct when they lose their natural habitat.

Further support activity

Allow students to talk about the same environmental concern when they change partners. This way they will repeat their ideas.

After class

Ask students to choose one environmental concern and let them use the Internet to find more about it. Ask the students to report back in the next class.

Answer Key

B. *Linking words:* unless, however, although, even though

Asking for an opinion: What's your opinion?, And what do you think?,
Do you agree?

Asking for clarification: Are you saying that...?, So what you mean is...