Propozycja e-lekcji (język angielski)

**Topic**: ***Technology and the Future (e-lessons)***

**Level**: A2-B1 and above

**Time**: 30-45 minutes

**Aims**: to practice oral presentations; using structures for making general statements, comparing data, drawing conclusions; using Google Forms.

Students work with and without computers

Students work in pairs or small groups; they can also do it individually

Please remember that you should always adapt materials to your students’ language abilities.

Before conducting this lesson ask students to do the following (can be set as homework):

What technology will the future bring? Read the quotes from young people below. Decide which statements you (don’t) agree with. Make sure you can justify your opinion.

|  |  |
| --- | --- |
| 1. | *Waste isn’t just stupid…it costs money. I want to buy from companies that use innovation and technology to reduce problems not increase them! If businesses offer me choices, I’ll take them.* |
| 2. | *My car tells people who I am. I want my car to look and feel expensive, but it should also say that I ‘care’ so it should be designed to produce no emissions.* |
| 3. | *My home will be the coolest in the street. It will look like any other house but it is low energy and low impact … it will be saving me money but not compromising my lifestyle.* |
| 4. | *I want to feel good as well as look great. I want to choose food that is local, fresh and free of chemicals.* |
| 5. | *Looking great is normal, but I want to feel that my clothes make a difference. I want to choose from companies that create fab fashion and have an impact on my friends not the environment. Why can’t we have materials that don’t pollute?* |
| 6. | *Creating waste is just wasting money. People should design products that can be easily taken apart after use and made into new products. I want to buy a new car every three years, but I also want to know that my old car is recycled into a new one.* |
| 7. | *I feel overwhelmed. All this environment stuff would be a lot easier if we just changed the system…why can’t governments understand this? Why can’t they give us more choices and involve us in the big decisions, not just at election time?* |

On-line lesson:

1. Ask (random) students to present the opinion(s) they (don’t) agree with. Ask them to justify their views.
2. Remind your students that the statements were made by young people their age.
3. Ask them to decide what general topics the statements refer to (you can suggest matching headlines with the texts), the key is below:

|  |  |
| --- | --- |
| 1 | Carbon Down, Profits Up |
| 2 | Eco Chic Travel |
| 3 | At Home |
| 4 | Food |
| 5 | Well Fashioned |
| 6 | Waste-less Society |
| 7 | Government |

1. Ask students to suggest questions they would like to ask their classmates to find out their opinions on the actions they would be prepared to take to reduce climate change.

Here are some questions for you to use to encourage your students:

1. Would you buy products because they are made to be recycled?
2. Would you decide to buy clothes because they pollute less?
3. Would you choose to buy food because it is local, fresh and free from chemicals?
4. Would you be prepared to pay more for your house to make it less demanding for the environment?
5. Is the environment a factor for you when buying a car?
6. After discussing the questions and answers with your students, tell them they will have to conduct a survey among their classmates.

Suggest using Google Forms.

* Decide on a number of questions
* Decide on the type of questionnaire: short answer, long answer, Y/N/don’t know, multiple choice, etc.
* Set the time for conducting the survey
* All students are asked to answer the questions prepared by other groups (pairs)

Off line:

Students (groups, pairs) prepare the presentation based on the survey results.

You should decide who works with whom.

While preparing their written (oral) presentation students should use some of the suggested language:

|  |  |
| --- | --- |
| Make general statements about your results | …out of…think that/don’t think that…  …said/replied/answered that they would/wouldn’t be prepared to…  Very few students in our class…  Roughly …  More than…  Less than …  In addition there is/are… |
| Try to make some comparison of the data | While…, … are not…  There are more students who believe … than…  The number of students who … and those who … is roughly the same. |
| Point out large and small numbers (superlatives) | The majority of students in our class are not …..  In our class most students think …  Almost none of the students …  The largest group is … |
| What conclusions are you able to draw? | Students in our class seem to be …  Generally speaking, the students in our class are …  On the whole then, our students think that … |

The time od the presentation, e.g. 3-5 minutes (?)

Online (next lesson)

Groups (pairs) present their results.

Others take part in evaluation by grading their friends’ performances and justifying their grades (if possible with your students)