Play to recycle, Recycle to play!

3Rs Lesson Plan
Nuclear Energy

Electric circuits: Lesson Plan and Game

Tips for Teachers: Teaching Pronunciation
Fakebook is an online app that allows users to create imaginary profile pages for historical celebrities, fictional characters and more. Students and teachers can create these fake profiles for several and varied study purposes.

Step 1: Go to ‘Name here’. Once you have typed the name, the system will instantly include a profile picture of the famous person or character.

Step 2: Go to ‘About’ and enter in relevant information.

Step 3: Go to ‘Friends’. Once you have typed the friends’ names, the app will automatically include a profile picture for each.

Step 4: Go to ‘Add post’ to add your comment, hyperlinks or images.

Step 5: Save your profile.

Hope you can use this app in one of your projects!

Natalia More
Dear colleagues,

This month the Teacher's Magazine brings along lesson plans and activities to work on two topics: Being Green and Energy.

For young learners you will find a lesson plan to Play to Recycle, Recycle to Play and activities to find how food gives us energy.

For teenagers there are many activities to work on the 3Rs, and also on Energy, Electrical Circuits, Biodiesel and Nuclear Energy.

Last but not least, you will find the second part for Teaching Pronunciation, this time for young learners, and ideas to see Role-plays through the Applied Drama Lens.

We hope you enjoy this issue and make the most of it.

The Teacher's Magazine team
Role-plays are interactions in a particular scenario, within social conventions and from a psychological/hierarchical stance. Although applied drama is not an inherent aspect of role-plays, the former theoretical background does enhance role-playing in language classes.

So, what do we understand by applied drama?
According to Prendersgast, M. & Saxton, J. (2013). p. 1, applied drama:

- is a field of dramatic arts practice,
- is process based,
- is community based (private or semi-private contexts),
- happens for purposes which would be inhibited in the presence of an audience.

Within applied drama, we will revise a grouping technique and the Drama Triangle theory by Karman, S. (1968) when designing role-plays for students.

Grouping students previous to drama circle
- The idea is to make students work with different classmates and to warm-up their language before an interaction.

First, ask students to stand up, and tell them they will have three minutes to make a line. Here, you will give them extra directions: make a line according to their favourite kinds of movie genres or their age; any instructions you may think appropriate for the topic you are dealing with. You may or may not play some background music, but make sure to check both the time and the final line. Then, ask them to work with the partner they have on their left.

Include tension in the role-play design
The main difference between role-plays and information gap tasks lies in strategic interaction. In information gap, the conflict is easily resolved and roles are complementary; for example, one person buys what the other one offers. However, in role plays, the resolution of conflict is more unpredictable; someone needs to buy something but does not have enough money. Here, there is a potential drama because there is a victim (the buyer) looking for a rescuer (the salesperson), but will the participants behave accordingly or will they solve the tension in some other way? Role-plays are open-ended in terms of conflict resolution since participants have a choice on how to handle the situation. This offers the opportunity to explore misunderstandings, cultural expectations and changes of roles in play.

Karpman, S. (1968) defines the dramatic triangle through the use of short stories. In Little Red Riding Hood, the author distinguishes three roles: victim, prosecutor and rescuer; although it is basic to the theory that these roles are performed by different characters in different scenes. At the beginning, the girl is the rescuer and the granny is the victim. Later, the girl is the victim, the wolf is the prosecutor and the woodcutter is the rescuer; but action changes everything since finally the wolf becomes the victim and the woodcutter the prosecutor. That is to say, roles are dynamic.

How does theory meet design?
If you are working on a project about your library, you may include a role-play for returning a book which was due a week ago. Here, not only social expectations would be at play, but also diverse ways of communicating which may or may not include people from different cultures. For example, while the librarian may be direct in explaining rules, the student may or may not be direct in asking for a “forgiven fine”. So, it is important to define the scenario and include a written set of hidden goals for each participant. In this case, the teacher may say, “Student A: you are the librarian and you abide by the rules. A two dollar fine applies for everyone returning late books. Student B: you only have two dollars in your wallet. Will you try to ‘negotiate’ the fine? If so, how?”

Some tips for carrying out role-plays
- Explain instructions;
- Make sure students understand whose role they are playing;
- Although students should not script the text, you have to give them time to think how they may put some ideas into words, essentially because they are using their second/foreign language;
- Prompt when the conversation is going nowhere;
- Have a pair of students role play for all the group and pause the pair to ask the group about communication strategies;
- Reflect both on language use and communicative strategies like being more or less direct in attaining goals.
What is the purpose of role-plays in the EFL classroom?

From the point of view of the student, it would be to explore language hypotheses and explore cultural expectations attached to certain roles and situations. Now, from the point of view of the teacher, the aim is to facilitate language learning by giving feedback on both social interaction and language in use.

According to Prendergast, M. & Saxton, J. (2013:62) “…role-play is distinct from acting” and it has a focus on the process; it is here, then, where much of its potential for language teaching lies since, many a times, foreign language students claim they do not find the words, or find themselves speechless when they need to use the target language on the spot. The teacher as facilitator may use role-plays not only to provide students with chances of lifelike use of their target language, but also to offer students floor to test language hypotheses. Role-plays do not only inform teachers how students use language, but they also offer data about prejudices on certain roles and cultural expectations which may actually vary from one culture to another. After role-plays are carried out, there are tasks on reflection based on the target language as such and also on what has happened as a social interaction. Role-plays along with other applied drama techniques act on the context and change it. In other
words (Rasmussen in Bergel 2003:2) claims “The context shapes the practice and the practice affects the context”.

For language teaching and learning, role-plays serve as a perfect means to aid students’ communication in class putting the focus on meaning. Yet, at the same time, this type of interaction without a script gives teachers the chance to design other type of pedagogic tasks (as follow-ups) like dictogloss and collaborative editing tasks which focus on students’ output, and the importance of peer and teacher feedback on form. Although language teaching textbooks include role-plays, sometimes they would have more potential for language and community learning if they were developed through a dramatic triangle conflict. Actually, there is no role-play as understood by applied drama if there are no victim, persecutor and helper roles. Moreover, they are dynamic and shift from one person to the other during the interaction.

Carla Allende

Sources and References


We all know the benefits of involving kids in taking care of our world by introducing new concepts related to our environment and recycling, and the sooner, the better! By carrying out this project, children will participate actively using English to communicate while having fun and learning. Before starting this project, take into account that you can do the activities on different days, assigning 15 minutes per lesson (maybe the last part of the class) to them. So, you will devote some weeks to these fantastic tasks.

As a starting point, if you have the possibility, observe the school yard after a break, or go outside in the street and discuss the presence of baskets and garbage remains. Later, the children will compare them with other spots and their homes. Take into account that your students may want to express their ideas and opinions in their mother tongue. Encourage them to acquire some key words in English while pointing out pictures or real elements, repeating them as much as you think necessary.

You can start by saying: "We will introduce a new word: environment", and then asking: What is environment? How do we take care of it? How do we damage it? Why is it important? They will observe different images to make comparisons, and they will make a poster by classifying the drawings showing what affects the environment and what protects it. You can find images in the poster to cut out so that children can paste them on the correct side of a cardboard.

If you consider your group is capable of recognising written words, you can also label each picture with key words.

At this point, it would be useful to introduce another important term: Recycle. Tell students to find out what it means and where they can find information about it. Record the answers and information found on posters.

Students will draw up an allusive banner, for which they will use waste material to decorate each letter, e.g. plastic bags, labels, cans, caps or whatever your students bring to your class.

They will also include the recycling sign in the poster. You will encourage children to bring products with the recycling sign from home. Then, they will classify the elements brought.

Students will also observe images of recycling containers and their respective colours. Afterwards, they will make their own containers. Teach the words: paper, glass, metal, plastic, and help children to incorporate the phrase: it's made of... when they show the different elements they have brought.

By using empty boxes, divide the class into 4 groups so that each group decorates one box with the correct colour. They can also add some details, such as crazy faces to make them look funny.

Throughout this project, the boxes will motivate children to bring more elements to the class in order to classify them, and then reuse or recycle them. In this issue, you will also find a photocopiable activity on page 8 to classify some elements according to their material and to put them into the correct container. Once you have plenty of materials inside each box, you can invite some members
of the students’ families (or other teachers) to tell them what you have been doing and to suggest the use of the collected stuff to create new games and toys. For example, they can use plastic caps to make tic-tac-toes. A big box with some dolls made of empty yoghurt bottles arranged in rows can be turned into a perfect foosball table.

As a final activity, you can set a special day to talk about which elements were recycled and used for the production of each toy and, of course, to play with them! You can also organize a raffle. The winners can take the games home.

Extra ideas

- You can test the biodegradability of some elements in transparent containers (for instance, cut plastic bottles). You may also bury food, paper, cans, plastic, glass, and leave them for several days. You can draw charts for students to record the experience and the changes that occur. They will follow the steps of the scientific method, formulating hypotheses maybe in L1, and trying to test them to arrive at conclusions.

- You can make “Champions of recycling” medals with empty yoghurt pots. Just put the empty pots for 10 minutes in the oven to melt them. Then, students can make drawings on them and pass a ribbon.

- You can draw up badges, write the children’s names and laminate them with transparent soda containers.

- You can recycle large detergent and/or bleach plastic containers, and turn them into rubbish bins for the classroom or give them to other classes.
PLAY TO RECYCLE, RECYCLE TO PLAY!

• Paint the recycling bins with the correct colour. Then, cut the images of the recyclable materials and stick them on the correct bin.

- PAPER
  - BLUE

- GLASS
  - GREEN

- METAL
  - YELLOW

- PLASTIC
  - RED

- PAPER
- GLASS
- METAL
- PLASTIC
Green Fingers
An invitation to reduce, reuse and recycle!

This project involves language learning, technology and solidarity. Students will learn basic IT skills combined with the 3Rs philosophy, and experience the satisfaction of growing their own food and help others to do the same.

How can this be achieved in a single project?
First, you will teach the 3Rs concept and make students reflect on how waste is a relevant issue or not in their country. Then, they will surf the web to search other countries’ policies, to sing a song, to learn vocabulary, etc. Finally, they will learn to make a pot out of a plastic bottle and grow their own food.

This project is particularly meant to get students involved with their community. You may choose an Institution together with your students to visit and collaborate with. Your students will share their knowledge and become teachers for a day instructing others to get green.

Note: If your students have not got Internet access or computers, the activities can be done with other sources of information such as newspapers, magazines, books and leaflets. Students may complete the tasks in their folders.

Topic: 3Rs (Reduce, Reuse and Recycle).

Objectives
Students are expected to fulfill the following goals:
• Get acquainted with the 3Rs meaning in L1 and in English.
• Search on the Internet information about the relevance of the 3Rs and its environmental impact.
• Revise background lexical and grammar contents.
• Learn lexical and grammar contents related to the environment, waste and pollution.
• Watch a video and sing a song.
• Discuss new information.
• Compare the 3Rs implementation in the students’ country and in other countries.
• Collect plastic bottles to recycle them into pots.
• Grow vegetables and help others to learn how to do it.

Tasks
Class 1
• Teacher introduces the project to the students, and they make a list on the board of the Institutions they may collaborate with. Ask them also to start collecting plastic bottles. You may fix a date for the students to bring them to school.
• Students search what 3Rs stand for on the Internet to promote motivation and the use of web tools as an educational resource. Then, they share the information with their classmates verbally.
• Students look at the 3Rs poster of this issue, and reflect both on the terms Reduce, Reuse and Recycle by means of word analysis and on the implementation of 3Rs in daily life.

Class 2
• Students create a folder in a computer and name it RRR Project.
• Students search for the definitions of Reduce, Reuse and Recycle at www.recycling-guide.org.uk/rrr.html.
• Students create a document in a Word Processor and name it Definitions. They copy and paste the definitions they have found. Then, they look up the new vocabulary in an online or paper dictionary. After that, they share what they have found to be essential. They may also include any other interesting or valuable information they have come across on the website.
• Students work in pairs to write sentences on how they can contribute to make the world cleaner. The teacher may brainstorm ideas using the poster and provide examples such as I am going to reuse my brother’s clothes. I’m going to reduce the use of plastic bags. I am going to recycle an old sock into a puppet, etc.

Class 3
• Students establish the differences between consumption and the 3Rs implementation in their country and Great Britain. Students can use information from the website www.recycling-guide.org.uk/rrr.html.
• Students create a document in a Word Processor and name it UK and [Student’s country]. For example, UK and Argentina.
• Students create a chart in their computers as seen in the picture below.
### Class 4
- Students listen to the song The 3Rs Lyrics by Jack Johnson at [www.youtube.com/watch?v=USo_vHlJz7Es0](https://www.youtube.com/watch?v=USo_vHlJz7Es0) so that they develop their listening skills.
- Students play the song once again to read the lyrics and comment on it.
- While discussing the lyrics, the teacher revises and recycles lexical and grammar contents such as the alphabet, cardinal and ordinal numbers, verbs To Be and Have got.
- Students sing the song to develop their pronunciation skills.

### Class 5
- Students search and read the website [www2.epa.gov](http://www2.epa.gov) to learn about the 3Rs policy established by the United States Environmental Protection Agency (EPA).
- Students consolidate the lexical contents already learned on the subject and acquire new vocabulary.
- Make students aware of the use of the simple present and imperatives in the text.
- Students identify similarities and differences among their country, the USA and the UK. They may add a new column to the table and write USA as heading. After they complete the information, they save the changes and rename the document as UK_USA_[Student's country]. For example, UK_USA_FINESTRAINE.
- Students play Rethink Waste game online at [http://rethinkwastegame.eco-schoolsnl.org/](http://rethinkwastegame.eco-schoolsnl.org/) and learn how to sort out different types of waste to reduce, reuse or recycle it.

### Class 6
- Teacher asks students to search in an online or paper dictionary the following words: vegetable garden, seed, vegetable, fruit, soil, plant, grow, sow, water (Verb), etc.
- Teacher provides seeds for students to grow an organic vegetable using a plastic bottle as a pot. You can get ideas at [http://goodiy.blogspot.com.ar/2014/02/transform-plastic-bottle-into-flower-pot.html](http://goodiy.blogspot.com.ar/2014/02/transform-plastic-bottle-into-flower-pot.html). Students say the English names for the vegetable seeds they are about to grow.

### Class 7
- Students create a poster in groups of 3-4 members that reflects the 3Rs role in reducing the environmental impact of waste.
- They may think of a message they want to transmit to school students.
- They can use appealing images and drawings as well as creative typography to call their peers’ attention.
- By the end of the class, students may stick the posters onto the school walls.

### Class 8
- Teacher and students visit the Institution they may wish to help.
- Students help others to learn how to grow their own vegetables.
- Bring as many plastic bottles as you can collect, seeds, scissors, and have your camera ready! Students can upload the pictures later in a new folder.

### Assessment
Teachers can select whether to assess their students formally or informally. 
For this project, it would be advisable to assess students informally and also to grade their achievements. 
The outcome of the poster will be evaluated as a group activity. 
It is important that teachers make clear to students that motivation, concern, responsibility, solidarity and an overall acceptable behaviour are the key for success not only in the classroom or other school areas, but also in the activities held outside the school premises. 
As final task, the whole class may self-evaluate and give feedback to their teacher in the goals set, the difficulties they came across and any proposals to enrich the process and outcome of the project.

### Sources and References
- [www.recycling-guide.org.uk/rrr.html](http://www.recycling-guide.org.uk/rrr.html)
- [www.youtube.com/watch?v=USo_vHlJz7Es0](https://www.youtube.com/watch?v=USo_vHlJz7Es0)
- [www2.epa.gov/recycle](http://www2.epa.gov/recycle)
- [rethinkwastegame.eco-schoolsnl.org/](http://rethinkwastegame.eco-schoolsnl.org/)
ENERGY

A) Discuss in groups of 3 or 4 the following questions and write down the conclusions your group reaches.
- What do you know about energy?
- What characteristic does it have?
- What forms of energy do you know?

B) Watch the video at https://www.youtube.com/watch?v=8qGyD9Y7SJA and compare your answers to the ones given in your group.

C) Do you think these sentences are true or false?

1) Industrial societies need huge amounts of energy.
2) People get energy from food.
3) Solar energy is used in solar panels.
4) Fossil fuels come originally from the Sun.
5) Wind energy has been used for many years.

Read the following text and check your answers.

We live in an industrial society that needs a lot of energy to produce electricity, to move around, to keep warm, to produce goods. Most of the energy we need comes from fuels which are burnt. Fuels are very concentrated sources of energy. We also need fuel to live: food.

Most of the world’s energy originally comes from the Sun. In what way? The very first answer that comes to mind is solar panels and solar cells (like the ones in calculators). If we consider it a bit further, plants need the Sun to grow, and from plants, we get food which gives us energy; besides, biofuels can be produced from plants or from waste, and also fossil fuels were formed from the remains of plants and animals which lived many millions of years ago.

Take it a step further and consider this: together with weather conditions, the Sun also affects wind and water. Wind has been used for centuries to pump water, to grind grain (corn, wheat, etc.) to make flour, to move ships, and now it is used to produce electricity. And what about water? The heat from the Sun makes water turn into vapour, which later turns into rain or snow, filling rivers which are used for producing hydroelectricity. Of course there are other ways of producing energy in which the Sun is not involved: nuclear energy, geothermal energy, tidal energy; even though most of the energy we consume comes from the Sun.

D) Renewable or non-renewable?

Renewable energy sources are the ones that can be re-used, or that can be replaced, while non-renewable energy sources are the ones that disappear once they are used.

1) Classify the following energy resources into renewable or non-renewable. If you don’t know any of the terms, look them up in a dictionary.

<table>
<thead>
<tr>
<th>biomass</th>
<th>coal</th>
<th>geothermal</th>
<th>hydroelectric</th>
<th>natural gas</th>
</tr>
</thead>
<tbody>
<tr>
<td>oil</td>
<td>solar</td>
<td>tidal</td>
<td>uranium-235</td>
<td>waves</td>
</tr>
</tbody>
</table>

2) Choose one of the energy sources above. Investigate about it and make a short presentation. Consider also its advantages and drawbacks.

Extra Resources
- 300 million years of fuels in 300 seconds https://www.youtube.com/watch?v=cJ-J91SwP8w
- What is energy? https://www.youtube.com/watch?v=wyVF6R9e6xE (kids)
- Peak oil https://www.youtube.com/watch?v=gHKp5vF_VoE

Key: B) The main characteristic is that energy cannot be created or destroyed, it can only be converted; Forms of energy: Electrical, mechanical or kinetic, thermal, chemical and nuclear; C) All sentences are true; D) Renewable: Biomass, geothermal, hydroelectric, solar, tidal, waves, wind; Non-renewable: Coal, natural gas, oil, uranium-235.
FOOD FOR ENERGY

People get energy from food. Sugar, for example is a fast source of energy, while pasta or rice gives us energy at a slower rate. Therefore, it is important to know how energy and food go together. Let's work with some information about nutrients and find out how well we are taking care of ourselves.

NUTRIENTS

There are six main groups of nutrients: proteins, carbohydrates, fats, vitamins, minerals and water.

PROTEINS are complex molecules made up of amino acids. They give us energy and are very important for growth. They are the most important building blocks of our body. Young children need plenty of protein in their diet. The body can produce some of them itself. Muscles, skin and hair, for example, are made up of proteins, but we must get others from food. Food from animals as well as plant seeds are good sources of protein. They are found in cheese, eggs, fish, meat, milk, and also in nuts, peas and beans. Vegetarians have to include beans, nuts and seeds in their diet to make sure that they have enough protein.

CARBOHYDRATES are the main source of energy for our body. Sugars and starches have carbohydrates in them. Sugar is a simple carbohydrate. It gives us energy to walk and run. It also provides energy to the brain. It can be found in dairy products such as milk. There is a lot of sugar in foods such as chocolate, syrup, fruit, honey, jam and jelly. Starch does not taste sweet like Sugar but it gives us as a lot of energy. It is found in beans, peas, potatoes and cereals (such as rice, wheat and maize), and their by-products (flour, bread, pasta, etc.) These provide our body with a constant supply of energy.

FATS are needed in small amounts. They store vitamins and produce fatty acids. We need these acids to produce cell membranes. Fats can come from animals or plants. They are in meat and dairy products like butter and cheese. Other types of fats are in vegetable oils found in nuts or seeds. Too many saturated fats produce a high level of cholesterol.

VITAMINS. Our body needs a variety of vitamins to stay healthy. There are many different types of vitamins, but we are going to deal with only four. Vitamin A is found in food such as liver and carrots. We need it to keep our eyes healthy. Vitamin B is a complex vitamin. Vitamin B1 is found in yeast products and cereals. Vitamin C is found in citrus fruits and green vegetables. Once in the body, vitamin D goes to the skin where it is made 'active' by sunlight.

MINERALS are needed for growth. They are inorganic because they are not made up from living things. Our body needs different amounts of various minerals. Calcium and magnesium, for example, are important for bones and teeth. We also need small amounts of iron. It is a component of hemoglobin, which carries oxygen to red blood cells. Minerals are necessary for three main reasons: building strong bones and teeth, controlling body fluids inside and outside cells, and turning the food you eat into energy.

WATER. Although water does not give us energy, it is the most important nutrient; we cannot go on without water for more than a few days. Water has many functions in our body. It helps digest food, and cools the body down when it becomes too hot. The body carries away waste products in a watery solution. Our body needs about 2-3 litres of water a day. We get it from the water and liquids we drink but also from fruits, vegetables and other food.
FOOD FOR ENERGY

A) Reading comprehension. Circle TRUE or FALSE and correct the FALSE statements.

T F 1) There are six groups of proteins.

T F 2) If your body doesn’t have vitamin B1, you will have skin problems.

T F 3) Water is very important for many functions in our body.

T F 4) You can find proteins and carbohydrates in peas.

T F 5) Minerals are organic.

T F 6) You can find vitamin C in meat.

T F 7) People with lack of vitamin A cannot see properly.

T F 8) Butter and cheese are dairy products.

T F 9) Vitamin D helps growth of strong bones.

T F 10) Iron, zinc and fluorine are fats.

B) Complete the chart using the words from the box. (A word may be written in more than one column).

| CHEESE • EGG • BUTTER • GREEN VEGETABLES • MILK • SYRUP • CARROTS • SEEDS • BREAD • NUTS • FISH • MEAT • LIVER • CAKES • LIQUIDS • POTATOES • SOYA BEANS • CITRUS FRUITS • PASTA • JELLY • HONEY • CEREALS • RICE • WHEAT • PEAS • CORN • JAM • YEAST PRODUCTS • FRUIT |

<table>
<thead>
<tr>
<th>Proteins</th>
<th>Fats and Oils</th>
<th>Carbohydrates</th>
<th>Vitamins</th>
<th>Water</th>
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</tbody>
</table>
C) Answer the questions.

1) Why is water one of the most important nutrients?
2) Where can you find proteins?
3) Do we need iron in our diet? Why? Why not?
4) Why are minerals inorganic?
5) How many litres of water do we have to consume per day?
6) Are proteins made up of carbohydrates?
7) Does starch provide us energy? Is it important? Why?
8) Can you name foods that contain vitamins A, B, C and D?
9) Why are proteins important for us?

D) While watching the video Food Groups Are Rockin' Tonight Read-Along, Sing-Along at www.youtube.com/watch?v=GaLvxVnnBYg, try to complete the missing words and then answer the questions.

1) "The fuel your _______ needs to burn." Who says that? Do you think it is true?
2) "Apples, _______ and bananas are _______ that taste so sweet." What other words can you add?
3) "Grain gives us _______." Which grains can you mention?
4) "Proteins like chicken, _______ and steak help to build strong muscles." Do you eat these foods?
5) "Keep your body _______ from inside out." What can you do to help your body in a good way?
6) "We need dairy every day to keep our _______ growing strong." Do you consume dairy products? Can you mention some of them?

Sources and References
- www.youtube.com/watch?v=qJChJmDwQLo My Plate Nutrition Guide
- www.youtube.com/watch?v=J9uVdzkBhl Food Groups
- www.youtube.com/watch?v=bHJXsHh4Q6E Food and Drinks (with sound)
To get more information about the food pyramid and good food habits as well as healthy and unhealthy food.
- www.youtube.com/watch?v=U1Sh_XKGJ-Q Benefits of eating fruits and vegetables - For kids (children).
- www.youtube.com/watch?v=hS8p08IRRc4 Food Pyramid, The 5 Different Food Groups, Learn the Healthy & Unhealthy Foods, Video for Kids.
- www.nhs.uk/Livewell/tiredness-and-fatigue/Pages/energy-diet.aspx
- www.youtube.com/watch?v=tqs9XWY-FMB “Food Group Fun” – Nutrition song

Key: A) 1) false, There are six groups of nutrients, 2) true, 3) true, 4) true, 5) false, Minerals are inorganic, 6) false, You can find vitamin C in citrus fruits and vegetables, 7) true, 8) true, 9) true, 10) false, Iron, zinc and fluorine are minerals; B) PROTEINS: cheese, egg, butter, milk, seeds, nuts, fish, meat, soya beans, peas.
FATS AND OILS: cheese, butter, milk, meat, seeds. CARBOHYDRATES: cheese, butter, milk, syrup, bread, cakes, potatoes, soya beans, pasta, jelly, honey, cereals, rice, wheat, peas, corn, jam, fruit. VITAMINS: green vegetables, carrots, liver, citrus fruits, cereals, yeast products.
WATER: green vegetables, fruit; C) 1) Because it has many functions in our body; we cannot go without water for more than a few days, 2) Proteins can be found in dairy products, eggs, peas, beans, nuts, fish, meat and seeds, 3) We need iron because it is an important component of hemoglobin, 4) Because they are not made up from living things, 5) We have to consume between 2 and 3 litres of water per day, 6) No, they aren’t. Proteins are made up of amino acids, 7) Starch provides our body with a constant supply of energy, 8) Lives, carrot, yeast products, cereals, green vegetables and citrus fruits, 9) Proteins are important because they give us energy and are very important for growth; D) 1) Body, Your momma said that, 2) oranges, personal answers, 3) energy, possible answers: wheat, rice, barley, oats, 4) fish, personal answers, 5) healthy, personal answers, 6) bones, personal answers, possible answers: milk, yoghurt, custard, ricotta, cream, cheese, ice-cream.
Teacher’s Notes

- Ask students to brainstorm: What comes to your mind when I say electricity? You have one minute to write or draw as many things as possible.
- Categorize their answers as a whole class on the board into: sources, devices, applications, natural phenomena.
- Ask students: What do you know about electric circuits? Draw a closed circuit on the board, and ask students help you label the parts of the circuit.
- Students do activities on page 18.
- Play the game!

First one to turn the light on wins!

Circuits game

Objective: Get to the return box first.

Number of players: 3 to 5.

You need a dice. But improvise! Write numbers on each side of a pencil with square faces.

Instructions:
- The person who gets the highest number, starts the game.
- Go forward the number of boxes you got. BUT! You have to answer the question or do the action that the box requires.
- If you do not answer correctly, you have to go backwards.
- For each of the coloured boxes, a partner reads one of the questions to the player.
- If there are no more question cards, shuffle them and repeat the questions.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. Name an insulator.</td>
<td>2. What is a battery?</td>
</tr>
</tbody>
</table>
| 3. A word that rhymes with eel. | 4. The lights are off.  
Is the circuit open or closed? |
| 5. Name a natural electricity source. | 6. Is Frodo’s ring a conductor or an insulator? |
| 7. It flows in the circuits, What is it? | 8. You are lucky!  
Go forward one space. |
| 9. A glass cup. Is it an insulator or conductor? | 10. If there is a storm, is it safe to be under a tree? |

**Key:** 1) Answers may vary. Examples: rubber, plastic, glass; 2) a power source; 3) possible answers: peel, lean, team, etc.; 4) open; 5) possible answers: falling water, lightning, eels, 6) conductor; 7) an electron; 8) insulator; 10) no, because they conduct electricity.
ELECTRIC CIRCUITS

Electricity comes in different ways.
In nature, we find it in lightning caused by friction of rain clouds. Electric eels generate electricity in their own bodies to capture prey and put off possible predators.

What is an electric circuit?
An electric circuit is a circle where electrons flow. An electric current flows (comes and goes) when the circle is closed. Circuits have:
• a power source: the entrance of the electron to the circuit, the door, or the dam of a river. This gives electrons the power to move through the circuit. Batteries are power sources.
• conductors: the very road, or “river” where the electrons will travel. They connect the source with the device’s return. Only some materials act as conductors. Some examples are copper, aluminium, gold, silver, water (in humans’ and animals’ bodies too) and trees. Wires work as conductors.
• a return or Earth Ground: the place the electrons “come back” to the source.
• an optional switch to turn it on and off, to make the circuit open or closed.

Now, why do we use circuits?
We use them to generate motion, light or heat.

Open or closed circuit?
1. Look at these drawings and mark the open or incomplete circuit.
2. What happens when the circuit is incomplete or open? When do you need open circuits?

What are insulators?
They are the opposite of conductors and so they block the electric flow. That is why wires are covered in plastic. Some materials that act as insulators are glass, porcelain, plastic and rubber.

Conductor or Insulator?
A) Categorize into conductor or insulator.

BIODIESEL

A) Get Pumped Up
1) You are going to watch a video called GET PUMPED UP. How do you think it is related to the topic? Write down your ideas.

2) Watch the video at http://www.youtube.com/watch?v=OYoI9wlul5g and check your predictions.

3) What's the purpose of the video? Who is it aimed to?

4) Watch the video again and:
   a) Name 5 characteristics of biofuel.
   b) Mention the benefits of biofuel.
   c) What example is used? What for?
   d) What are the benefits for the engines?
   e) Who made the video?

B) How Biofuel Is Driving Hunger
1) Read the following cartoon at https://kevinschulke.wordpress.com/2008/04/17/food-versus-fuel/ and discuss with your partner what it means. (Read only the cartoon, do not read the article)

2) Watch the video at https://www.youtube.com/watch?v=GVkllXdgqoY and compare it to the cartoon. In what ways are they similar?

3) Watch the video again and answer:
   a) Who made the video?
   b) Explain briefly why biofuel is driving hunger.

   a) What's the main point?
   b) How is it related to the cartoon or the video?

C) What is biofuel?
1) Discuss in groups what biofuel is. Write down a definition.

2) Watch the video at https://www.youtube.com/watch?v=T_S7Q3Uede4 and compare your definition to the one presented there.

3) Watch the video again and answer these questions.
   a) What are first generation biofuels? And second generation biofuels?
   b) Compare the advantages and disadvantages of biofuels, either first or second generation. In groups, choose the best alternative for your area.

4) Watch the video again and make a summary of it.

D) How to make biodiesel at home
1) Do you think it is possible to make biodiesel at home? What would you make biodiesel out of? Write down five options.

2) Read the text at http://www.makebiofuel.co.uk/make-biodiesel-at-home and discuss with your partner whether it is a simple process or not. Support your ideas. You could use these phrases:
   • I think it is/ isn't a good idea because...
   • In my opinion...
   • The text says...
   • On the one hand..., on the other hand...

3) When you give instructions, the imperative tense is used. When describing a process, passive voice is generally used. Read the text again and decide if it is giving instructions or describing a process.

4) Choose five sentences from the text and turn them into passive voice.

Key: A) 3) The purpose of the video is to set the advantages of biodiesel. It's aimed at car owners who do not use biofuels; 4) a) It's clean, reliable, powerful, efficient and renewable; b) It reduces greenhouse gas emissions by more than 50%, it puts power behind the engine, it creates jobs, it promotes energy independence, it supports local businesses; c) A speed racer to show it is as powerful as regular fuel; d) Engines run cleaner and smoother, reducing downtime engine wear, maintenance costs and extending engine life; e) The Illinois Soybean Association; B) 3) a) ActionAid UK; b) Biofuel is driving hunger because crops are being used to make fuel and not to feed people; 4) a) It presents the idea of getting dependent on oil for energy and supports the idea of nuclear energy; b) It is not related; C) 2) According to the video, biofuels are byproducts of industrial waste, they come from vegetable or animal matter; 3) a) First generation: biodiesel and bioethanol. Second generation: known as biomass, such as organic waste, wood chippings and hay; b) Personal answers; D) 3) giving instructions.
Introduction

The aim of this webquest is to create a Power Point presentation. Students will explore websites that expand on their background knowledge regarding nuclear energy and nuclear power plants. They will also learn how to work with outlines and summaries.

Tasks

Divide the class into groups of four students and ask them to suggest as many ideas as possible related to nuclear energy. They should write down their ideas and share them with the class. Ask them to use English as much as possible, but as this is a brainstorming activity, allow them to express themselves in L1 if they don’t know the specific vocabulary.

The first task students will do is to visit this website: http://www.45nuclearplants.com/images/Nuclear_Platin.gif, observe the image of a nuclear reactor and look up in a dictionary any words they do not understand. Next, they will number the process to produce electricity.

After working with vocabulary, students will watch a video at http://www.darvill.clara.net/altenerg/nuclear.htm, and by following the instructions, they will learn how to write an outline. These are some pieces of advice to give to your students before they start working on their outlines:

Use bullet points, dividers, numbers, pictures, diagrams, symbols and highlighters. Bullet points are useful to separate pieces of information. Dividers are good to mark jumps from topic to topic. Numbers are used to assign items a certain order, and stars are meant to draw attention to important information. Pictures and diagrams can make information easy to absorb, and a moderate use of highlighters can help visualise separate pieces of information.

Afterwards, students will write a summary. In order to write a good one they will follow these steps:

The summary should be divided into:

- **Introduction**: It contains the title of the source and its author, together with a one-sentence thesis statement that sums up the main idea of the source.
- **Body**: It includes important data but omits minor details. It provides one or more of the author’s examples or illustrations, but does not include your own ideas, illustrations, metaphors, or interpretations.
- **Conclusion**: It is not necessary to include in these types of writings.

http://www.users.drew.edu/~sjamieso/Summary.html

After that, suggest that they write their first draft. Advice your students to:

- Use transitions for a smooth and logical flow of ideas.
- Edit your draft. Check the summary by asking the following questions:
  - Have I answered the who, what, when, why, and how questions?
  - Are my grammar, punctuation, and spelling correct?
  - Have I left out my personal views and ideas?
  - Does my summary “hang together”? Does it flow when I read it aloud?
- Have someone else read it. Does the summary give them the central ideas of the article?

Write your final draft.


After all these steps, they will be prepared to write an appropriate outline and summary, and parts of them, together with images can be included in the PowerPoint presentations. As students will get more information from the webquest, they may add it to their PowerPoint presentations as well.
NUCLEAR ENERGY

Introduction

People do not know much about nuclear energy. Perhaps the first thought that comes to their minds is in connection with the atomic bombs dropped on Hiroshima and Nagasaki, but they need to know that nuclear power is also a means to generate electricity. What sort of damage would a nuclear explosion cause today? 29 years ago, there was an accident at a nuclear plant in Chernobyl and the consequences have been huge. In 2011, after an earthquake and a tsunami, Fukushima Daiichi nuclear power plant in Japan was severely damaged. What would happen if nuclear plants exploded? How far could nuclear waste spread?

A) Look at the picture of a nuclear reactor at http://www.45nuclearplants.com/images/Nuclear_Plant.gif and look up in a dictionary or translate any words you do not understand. Then, number the process.

1) The turbine moves a generator that produces electricity. The vapour is cooled down and turned into water again.
2) Water is pumped through the nuclear reactor.
3) The vapour moves a turbine.
4) Cold water enters the plant.
5) There, a nuclear reaction is produced by the fuel, either plutonium or uranium. The water is heated and transformed into vapour.

B) Once you have worked with the vocabulary, watch the video at http://www.darvill.clara.net/altenerg/nuclear.htm and write an outline of the process shown.

C) Read an article about nuclear reactors and pressurized power reactors from this page: http://www.world-nuclear.org/info/inf32.html and write a summary of the first five paragraphs including the main information.

D) Answer these questions in order to get more information to be included in your PowerPoint presentation.

1) What is the difference between nuclear fission and nuclear fusion?
2) Why is uranium used to produce nuclear energy?
3) How does nuclear fission work with uranium?
4) Of the total net electricity generated in the U.S., how much is nuclear?
5) How do nuclear power plants generate electricity?
6) What are the costs and benefits to the environment of using nuclear energy?
7) Where does the U.S. government plan to store the radioactive waste from nuclear power plants?
8) In terms of lives lost per unit of energy generated, analysis has determined that nuclear power has caused fewer fatalities per unit of energy generated than the other major sources of energy generation. Energy production from coal, petroleum, natural gas and hydropower has caused a greater number of fatalities per unit of energy generated due to air pollution and energy accident effects. What is your opinion?
9) When and where did the first nuclear reactor generate electricity?
10) What are the financial costs and benefits of using nuclear energy?

Search for answers in the following websites:
• http://www.eia.doe.gov/kids/energyfacts/sources/non-renewable/nuclear.html
• http://www.energyquest.ca.gov/story/chapter13.html
• http://en.wikipedia.org/wiki/Nuclear_power_plant

E) With the outline and the summary, prepare a PowerPoint presentation with images and explanations on how a nuclear power reactor works, its benefits and drawbacks.

Key: A) 1) Cold water enters the plant. 2) Water is pumped through the nuclear reactor. 3) There, a nuclear reaction is produced by the fuel, either plutonium or uranium. The water is heated and transformed into vapour. 4) The vapour moves a turbine. 5) The turbine moves a generator that produces electricity. The vapour is cooled down and turned into water again.
IS IT TOO LATE TO ERASE OUR FOOTPRINT?

A) Work in pairs and write down all the words that come to your mind when you think about the term “ecological footprint”. Once you have written down enough, try to use them and create a definition of it. Every group will read it aloud and say which definition is the most adequate.

B) Read the text and choose which definitions guessed by your classmates get closer to the one given in the article.

Global warming is a term that can be understood by more people nowadays than one or two decades ago. This fact is directly related to the number of international, national and local organisations that work everyday to raise awareness of environmental issues that affect the future of our planet. The highest amounts of greenhouse gases are emitted by enormous industrial complexes, which run their machinery by burning different types of fuel and releasing countless gases. Nowadays, many countries have committed to reduce their emissions so as to decrease their impact on the planet. However, it is also true that there is a growing trend among citizens to accept that the daily activities of individuals have a negative impact on the environment; particularly, on global warming.

Since the beginning of the 1990s, the concept of ecological footprint has been adopted by several environmental organisations as a tool to measure how human activities affect the Earth’s biological capacity to regenerate. In other words, it is the mark that humanity leaves on the planet. In 2007, it was estimated that it would take 1.5 planet Earths to support human sustainability. The human race undoubtedly needs the Earth’s natural resources to survive, but at this rate, those who claim that the planet’s future is at stake seem to be correct.

Nowadays, those countries which have the greatest impact on nature are the most developed ones, those with the highest rates of consumption in relation to their population and their natural resources.

When it comes to the impact that individuals make on the environment, it is rather difficult to calculate one’s own ecological footprint. However, if people know which practices they can turn into eco-friendly habits, global change will be easier to achieve. The main objective of reducing the personal ecological footprint is to decrease carbon emissions, which are associated with almost every activity we perform. Whether we are cooking, using our computers, driving to our jobs, taking care of the garden, having a shower or simply sleeping, we can make a little contribution. Multiplied by millions, this situation would definitely improve.
IS IT TOO LATE TO ERASE OUR FOOTPRINT?

C) Read the text one more time and decide whether the following sentences are true or false.

1) Some years ago, few people knew what the term “global warming” meant.
2) All the greenhouse gases are emitted by industrial factories.
3) Nowadays, more and more citizens are aware that they can make a positive change in relation to the environment.
4) The present world’s ecological footprint shows that we are not giving the Earth enough time to regenerate.
5) The poorest countries are the ones that deteriorate the environment the most.
6) If people know which habits are harmful to the environment, a global change could be made.
7) Neither cooking nor having a shower are activities that affect the environment.

D) By reading the last paragraph of the article, we can affirm that if individuals change their habits, an important change can be made in the future. In the following exercise, we suggest five key categories in which everyone can make a difference. Write a number of possible activities related to each category that can be environmentally friendly.

- Be energy-efficient
- Shop carefully
- Choose wisely your means of transport
- Save water
- Save paper

E) We present you 24 actions (in the form of sentences) that are proven to be environmentally friendly. Each sentence is related to a little paragraph (a-x) that explains in detail how we can improve our habits. Join each sentence with its explanation, and decide which sentences are associated with which of the 5 categories given above.

___ 1) Go hybrid or electric.
___ 2) Add more vegetables to your diet.
___ 3) Reduce the use of plastic bags.
___ 4) Eliminate your paper mail.
___ 5) The hose is an enemy.
___ 6) Buy local products.
___ 7) Know the truth about planes.
___ 8) Avoid baths.
___ 9) Wash and dry economically.
___ 10) Use power strips.
___ 11) Unplug chargers.
___ 12) Do you remember handkerchiefs, napkins and dishcloths?
___ 13) Do you really need the car?
___ 14) Turn off the tap.
___ 15) Buy products with biodegradable containers.
___ 16) Switch lights off!
___ 17) Change your bulbs.
___ 18) Eat seasonable vegetables and fruits.
___ 19) Drive at constant speeds.
___ 20) Reuse as much as you can.
___ 21) Adjust the temperature at home.
___ 22) Unplug your appliances at night.
___ 23) Sharing is always better.
___ 24) Prefer laptops.
• a) Compact fluorescent lights use only around 25% of the electricity that traditional light bulbs consume to produce the same amount of light.

• b) Whenever you go shopping, bring your own bag (preferably made of fabric, which can be used many times and can carry more weight). In other cases, it is even convenient to buy in bulk: you pay lower prices, you avoid using bags, and you travel less to the supermarket.

• c) If you are thinking of buying a new car, hybrid and electric cars function mainly with electricity and save money on fuel as well as take care of the planet. If it is not the best option for you, diesel cars cut greenhouse gas emissions by 20%. Do not forget that smaller cars consume less than larger cars. And what about motorcycles or scooters? They are cheaper and waste less petrol.

• d) You will help the development of the local economy and avoid the emissions of gases that are associated with the transportation of goods.

• e) Stand-by power consumption accounts for up to 13% of residential use.

• f) Nowadays almost everyone owns a computer, so any sort of correspondence (bills, publicity, letters) can be received through e-mails. By reducing our paper mail, we will be preventing deforestation and avoiding greenhouse gas emissions.

• g) Accelerating rapidly and braking suddenly wastes up to 33% in fuel. In addition, every time you drive above 100 km/h you are wasting 23% of fuel.

• h) They allow you to automatically turn off many devices all at once.

• i) Plugged-in chargers continue to use electricity when not in use. The same goes with unused appliances left plugged to the electrical outlet.

• j) Talk to your neighbours, workmates or classmates. If you are driving to the same direction on a daily basis, car pooling is the best option. You can share the expenses and make sure you are using a car at its full potential. Remember that 1/3 of car mileage is accounted for by the drive to work.

• k) Even though much of the paper tissue we use at home comes from recovered fibres and pulp, we cannot forget that the global tissue paper production consumes 27,000 trees per day.

• l) We are used to driving everywhere, no matter if the destination is close or far away. Cars use fossil fuels as energy, which are very harmful to the environment. For short distances, it is always advisable to walk or ride a bike. For longer distances, buses spend the same amount of fuel but can carry groups of people. The friendliest option in many countries is the electric train.
IS IT TOO LATE TO ERASE OUR FOOTPRINT?

• m) Make sure that you use your washing machine only when you have a full load. In addition, by drying your clothes on a clothes line instead of in a spin dryer, you waste no energy at all!

• n) Never forget the damage we are doing to the environment when we use plastic, aluminium or glass. For example, tin cans last 50-100 years to biodegrade, while aluminium cans, between 150 and 200.

• o) Laptop computers consume five times less energy than desktop computers.

• p) Aviation accounts for 4-9% of the climate change impact of human activity. Whenever you need to travel distances shorter than 500 km, remember that trains are a cheaper and cleaner option.

• q) The process of breeding any type of cattle demands much more energy and land than what we imagine. In order to produce 1 kg of meat, many more kilograms of vegetables and litres of water are needed. Animals are fed on grain, soybeans, oats and corn, which on their own can be used to feed a great number of people.

• r) Fast showers clean you effectively, save energy and help us save water.

• s) It is a usual habit to leave the water running while we wash vegetables or brush our teeth. Sometimes we need some drops; others, only a glassful.

• t) Sometimes our houses and offices are filled with printed paper still useful for making personal notes on their blank side (scrap paper).

• u) Exotic fruits and vegetables need to be kept in a cold environment so as to arrive in conditions to your table. This means that a lot of electricity is spent on few items and more fuel is spent later to deliver it to your city.

• v) It may seem obvious, but if you are not in a room, you do not need it to be lit.

• w) In winter, you do not need to walk around in t-shirts. Put on a sweater and turn your heating system a little lower. Do the opposite during summers, by setting your air conditioner a little higher. These actions help you save money and reduce carbon emissions dramatically.

• x) Either when we wash our car or when we water our garden, we waste too much water through a hose. A bucket is enough for one car. For our plants, we should start collecting rainwater or rinsing water after washing vegetables and fruits. It is also important to water the garden at dawn or at dusk, to avoid evapotranspiration.
IS IT TOO LATE TO ERASE OUR FOOTPRINT?

F) In exercise E, there are some words in bold type. Match them to the definitions below.

1) Block of electric sockets that allows multiple electrical devices to be powered from a single socket.
2) The purchase of larger quantities of products, usually sold in one package with a lower price than buying a single item.
3) The agreement made by a group of people to drive everyone in the group to work or school on different days so that only one car is used at a time.
4) The maximum quantity of clothes that are washed together in a washing machine.
5) The natural action made by bacteria to chemically turn different materials into substances that are not harmful to the environment (verb).
6) The cutting or burning down of all trees in an area.
7) A low-pressure mercury-vapor gas-discharge lamp that uses fluorescence to produce visible light in a more efficient and effective way than the incandescent lamps.
8) Automobile propelled by one or more electric motors which use electrical energy stored in batteries.
9) A group of animals kept on a farm for their meat or milk.
10) Water that has been used for washing different items, which can be usually reused.

G) William Donalds is an English man that lives in a small town in central Great Britain. In the following text, we describe some of the activities he did during his last Sunday. Once you have read the text, rewrite it replacing all of his activities with those you think might be more environmentally friendly.

William woke up at 7 am and, as he felt very hot, went to the bathroom and had a 40-minute bath. Once he finished, he got dressed and turned the bedroom TV set on to watch the morning news. He went to the living room to check his e-mails on his desktop computer, which was already on since he had been working the night before. There, he turned the living room TV on as well, because he could not hear the one in the bedroom. Some minutes later, he turned the air conditioning on to cool his house. He immediately put a sweater on because he started to sneeze. By mid morning he went to the greengrocer's by car, which is located about 200 metres from his house. There, he bought a kilo of imported kiwifruit, half a kilo of dragon fruit and a pineapple, and brought them home in some plastic bags. On his way back, he drove on a mud puddle, so he decided to wash his car with a hose. After that, being already noon, he threw the hose on his lawn for some hours and let it water the plants. William took his dirty clothes off and put them in the empty washing machine. He washed them and dried them in the clothes dryer. All these activities made him sweat so he went for a second bath. An hour later, as he was cooking his lunch, he accidentally broke a glass and spilled some water on the floor and used a whole package of tissue paper to clean it. During the afternoon, he received a call which left his mobile phone with 65% of the battery. As a result, he plugged it in order to charge it. During the evening, he drove a couple of times to the supermarket round the corner to buy some dinner and, afterwards, some dessert. Before going to sleep, he turned his air conditioning off, but decided to leave his computer and TV sets on as he would surely use them the next morning.

H) Write down your daily routine. Are there any activities which could be replaced by others? Write a list of habits you can change to reduce your own and your family's ecological footprint.

Further reading:

Key: C) 1) True, 2) False, 3) True, 4) True, 5) False, 6) True, 7) False; E) 1) c, 2) g, 3) b, 4) f, 5) x, 6) d, 7) p, 8) t, 9) m, 10) h, 11) i, 12) k, 13) l, 14) s, 15) n, 16) v, 17) a, 18) u, 19) g, 20) t, 21) w, 22) e, 23) l, 24) c; Be energy efficient: 9) 10) 11) 16) 17) 21) 22) 24), Shop carefully: 2) 3) 6) 15) 18), Choose wisely your means of transport: 1) 7) 13) 19) 23), Save water: 5) 8) 14), Save paper: 4) 12) 20), F) 1) Power strip, 2) Bulk, 3) Car pooling, 4) Full load, 5) Biodegrade, 6) Deforestation, 7) Fluorescent light, 8) Electric car, 9) Cattle, 10) Rinsing water.
The International Workers’ Day is held on May 1st. This date is also known as Labour Day or May Day in different countries.

This date commemorates the struggle of trade and labour unions to set the working hours to eight hours per day. In 1884, in the USA, a convention proclaimed that from May 1st 1886, 8-hours work would be the legal day’s labour. On 4th May 1886 workers in Chicago went on strike to enforce this, and there was a riot between the demonstrators and the police, and four workers were shot. In 1891, the Second International recognised May 1st as an annual event.

Labour Day is celebrated in the USA, Australia, Canada, The Netherlands and other countries on different dates.

What do people do?
In many countries, May 1st is a national holiday and most workers tend to respect it. There are demonstrations and parades to celebrate this date, as well as unions’ rallies and speeches.

Extra reading for teachers
- http://www.iww.org/history/library/misc/origins_of_mayday
- http://www.timeanddate.com/holidays/common/labor-day

Level: Pre-intermediate
Age: Teenagers

HAPPY WORKERS’ DAY TO ALL THOSE “INVISIBLE” WORKERS

A) Answer these questions in small groups and then share your answers with the rest of the class.

1) When do you celebrate Workers' Day? Why?
2) When you read the word “worker”, who do you first think of?
3) Mention at least twenty different jobs.
4) Which professions are considered to be more “prestigious” in your community?
5) Which workers may seem “invisible”, but are truly necessary?

B) The following are quite dangerous and difficult jobs, and we may not have them in mind. However, someone takes risks every single day. Match each job with the corresponding illustration and description.

1) Stuntmen
2) Fishermen
3) Bomb disposal workers
a) You like looking through a spotless window, right? These workers who clean skyscraper windows surely know what they are doing and are definitely not afraid of heights! They follow specific safety standards, but it is a dangerous job anyway…

b) Is fish your favourite food? Have you ever gone fishing? At sea, weather conditions can be extremely bad, and it is known that many fishermen die while working every year.

c) I bet you love looking out of a car’s window, when travelling around the mountain and imagine how it is built in some films. Nowadays, in some countries, there are squads dedicated to dismantling bombs that have been underground for some years, or even decades in some cases. These workers should be extra patient and should not be easily scared!

d) Have you ever had an accident involving electricity? It must be horrible! While working with high-voltage wires every day, these workers need to be extra cautious, since accidents may cost them their lives…

e) Do you like action films? These performers risk their lives to make you thrill in the cinema, while cars crash, there are explosions, and people are dragged or pulled from buildings and planes. These performers are trained in many disciplines, including martial arts and combat, and even if their stunts are perfectly planned, they may get hurt.

f) You have probably seen these people in action, but only in films. Nowadays, in some countries, there are squads dedicated to dismantling bombs that have been underground for some years, or even decades in some cases. These workers should be extra patient and should not be easily scared!

C) Choose one of the following jobs and write similar paragraphs using the words provided. Then, publish them on the school noticeboard for everyone to learn about these workers and their jobs.

- Construction workers: explosives, heavy tools, hazardous materials, unsafe working environment.
- Garbage collector: injuries, diseases, day/night shifts.
- Truck driver: hazardous load, working day and night, long working hours.

D) Read this short text about another “invisible” job and discuss the questions below.

**Domestic workers: a harsh reality worldwide**

Domestic workers, as well as nurses and builders, have poor working conditions in many countries. They are employees who work for families or individuals and, many times, they are voiceless and invisible. Working conditions such as working hours, social security and minimum wages are not enforced, as they currently are in other jobs. In many places, they are not protected by law and may go through upsetting or negative experiences such as physical abuse or exploitation, especially (but not exclusively) in the case of women. Nowadays, there are some organisations around the world which are fighting for domestic workers’ rights. They also help them become more aware of their working conditions and teach them what is fair, legal and dignifying in their jobs.

1) What is the situation of domestic workers in your country?
2) Are there any laws that protect them?
3) Are they often from your country?
4) Do they usually come from neighbouring countries?
5) What can be done to protect these and other workers?
As we have discussed in the previous edition, we will be dealing with pronunciation activities for very young learners and young learners. We will provide useful theory and practice to apply to these two target groups.

Justification

Learners bring to language classes their personalities, and so their weaknesses, strengths, likes, dislikes and their own cognitive styles. The characteristics of very young learners and young learners set them apart from adults; therefore, teachers should bear in mind those differences when teaching pronunciation. Children are in constant growth. Their attention span is short and they are easily distracted. As children grow, they develop abilities to think in different ways so teachers have to handle multiple goals, promote learning skills, provide scaffolding support and encourage students to become active learners (McKay, 2006).

Tips for teaching pronunciation

A vital difference between young learners and adult learners is that the former are learning their first language already and they are developing literacy in parallel with the target language. Very young children learn from direct experience through objects and visual aids; they are expanding and clarifying their thinking. Young learners can develop the ability to manipulate ideas but also need hands-on experiences (Puckett & Black, 2000). They are able to predict, classify and understand jokes and double meaning (Slavin, 1994).

Very young children pay more attention to prosody (the music of an utterance), while older children are more attentive to word order. Children gradually develop the ability to estimate what other people understand from what they say (Cameron, 2001).

Children are learning to be more independent and to gain support and approval from their peers. They have their first experiences taking turns, sharing with others and working in small group tasks. They are sensitive to criticism, and their success or failure may depend on how others respond to them. Very young learners are less shy than young learners, but both prefer team games and like sharing and co-operating. An important fact that all teachers should bear in mind is that children tire more from sitting than from running; the activities have to be lively, and engage fantasy and fun. Very young children prefer activities such as pointing, moving and circling; physical development needs to be taken into account to encourage children to complete a task (McKay, 2006).

The cognitive stage of development of children’s knowledge is important for the effective teaching of pronunciation. Having deep knowledge of children’s development is necessary to construct appropriate tasks for these target groups. The demand of tasks needs to be related to the children’s abilities and interests. Young learners react differently depending on their personalities and experiences; observation may be helpful to determine the developmental phase children are going through.

Activities you can do with children

Pronunciation should be assessed in the context of language use. Some ideas to teach pronunciation to children are the use of puppets, elements of surprise, interesting pictures,
To teach intonation and stress to children, we can use stories. We can give a paragraph to each student and of the page we write an emotion they should portray. have to act the feeling paying attention to the intonation. Reading is a good way to increase children’s vocabulary and sentence structure as well as their ability to make the connections between letters and sounds. Reading at a slow pace focusing on the pronunciation of every word is important, but the overuse of this technique may jeopardise intonation as a whole.

A good idea to teach very young learners is through nursery rhymes, since children do not need to read or write English. A practical way of exploring nursery rhymes is telling the kids to listen to songs, learn them together, and sing the rhymes whenever they like. You can find some songs at learnenglishkids.britishcouncil.org/en/songs.

A game that very young children enjoy is miming. The teacher should say words silently to the children and they have to guess the words just by looking at the teacher’s mouth. Students should focus on the shapes of the mouth for different sounds. Once they get used to the game, they can say silent words to one another.

To teach intonation and stress to children, we can use short stories. We can give a paragraph to each student and at the top of the page we write an emotion they should portray. They have to act the feeling paying attention to the intonation.

Reading is a good way to increase children’s vocabulary and sentence structure as well as their ability to make the connections between letters and sounds. Reading at a slow pace focusing on the pronunciation of every word is important, but the overuse of this technique may jeopardise intonation as a whole.

Teachers may apply multiple intelligences strategies to teach pronunciation; for example, taking into account the kinesthetic intelligence, teachers may have students clap for words or move around the class. To develop logical/mathematical intelligence, students should listen to authentic language to determine rules for sentence stress. As for the interpersonal intelligence, students can take responsibility for their own learning by keeping a portfolio with tapes.

The musical intelligence is the most important for pronunciation. We can use songs with different purposes such as linking, or word and sentence stress. Visual intelligence can be thrived by use of pronunciation charts, lip reading activities, mirrors, and card games. To promote naturalistic intelligence, teachers may ask students to look for words in nature with one, two or three syllables.

Sources and References

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