



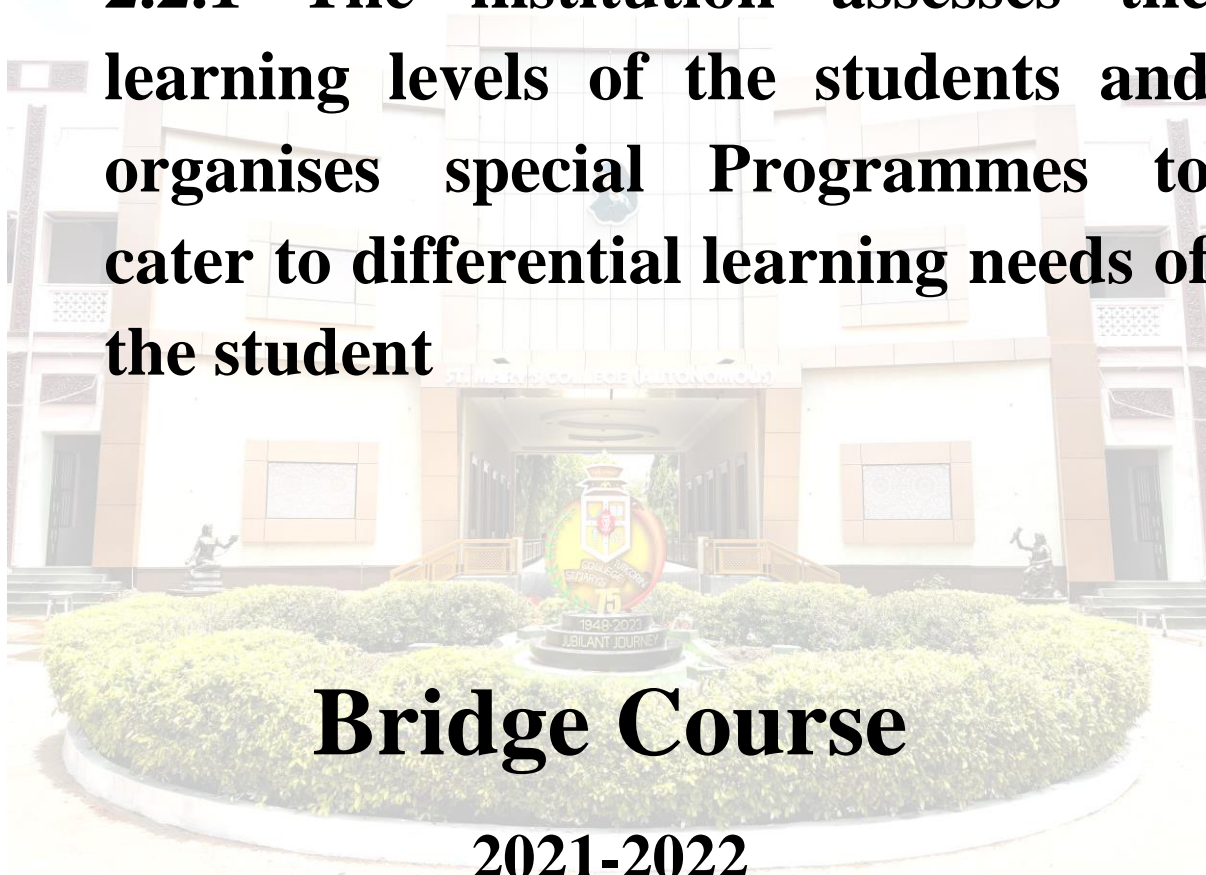
**St. Mary's College (Autonomous)**  
Reaccredited with 'A+' Grade by NAAC (Cycle IV)  
Thoothukudi



**Criterion: II – Teaching- Learning and Evaluation**  
**2.2: Catering to Student Diversity**  
Year: 2018-2023



**2.2.1 The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**





PG and Research Department of English  
St. Mary's College (Autonomous)  
Reaccredited with 'A+' Grade by NAAC (4<sup>th</sup> Cycle)  
Thoothukudi



English Bridge Course (2021-22)

08.09.2021 - 14.09.2021

## **English Bridge Course**

### **Why is Self-Introduction Important?**

First impressions are crucial in various situations, whether it's at school, college, job interview, or social events. A well-executed self-introduction can build a positive impression and open doors for networking opportunities. It allows others to get to know you better and shows your confidence and communication skills.

Self-introduction in English for students is an especially important area as in school or college, introducing yourself helps create connections with classmates and teachers that could last for a long time. It sets the tone for future interactions and establishes a welcoming environment. Similarly, during job interview, a strong student self introduction can make you stand out from other candidates and leave a lasting impact on potential employers.

Overcoming shyness is another reason why self-introduction is important. Many students struggle with shyness when speaking in public or meeting new people. By practicing self-introductions regularly, students can boost their self confidence levels and feel more comfortable expressing themselves.

Effective self-introduction also offers networking opportunities. By sharing your interests, skills, and experiences during an introduction, you can attract like-minded individuals who share similar passions or professional goals. This can lead to valuable connections for future collaborations or mentorships.

If you are someone, especially a student, who is struggling with self-introduction, you have come to the right place! In this article, we will guide you through five easy ways to master self-introduction in English. We will also provide you with tips and strategies to improve your self-introduction for various contexts. So let's dive in!

### **5 Easy Ways to Master Self-Introduction in English**

Introducing yourself confidently is a key skill that can open doors to countless opportunities. Whether you're a student, a job seeker, or simply looking to build connections, mastering the art of self-introduction in English is essential. In this section, we will explore five easy ways to help you become an expert at introducing yourself.

#### **1. Know the Basics of Self-Introduction**

The first step towards effective student self introduction is understanding the key elements. When introducing yourself, make sure to include your name, age, occupation, or study, as well as your hobbies and interests. By sharing these details, you create a connection with your audience and give them a glimpse into your personality.

It's also important to consider your target audience and adapt your introduction accordingly. Tailoring your self-introduction based on who you are talking to shows that you value their time and are interested in building a connection.

Additionally, pay attention to clear pronunciation and confident body language while introducing yourself. These non-verbal cues greatly impact how others perceive you and can leave a lasting impression.

## **2. Structure Your Self-Introduction Efficiently**

Structuring your self-introduction efficiently helps you deliver information effectively. Start with a warm greeting and express gratitude for the opportunity to introduce yourself. This sets a positive tone right from the beginning.

Organize the information logically by using either chronological order or highlighting significant achievements or experiences. For example, if you're introducing yourself in an interview, you might want to start with your educational background before moving on to relevant work experience.

To provide further clarity, here's an example of structuring an introduction:

- Greetings: Good morning/Good afternoon/Good evening!
- Gratitude: Thank you for this opportunity.
- Name: My name is [Your Name].
- Occupation/study: I am currently studying [Course/Subject] at [Institution/University].
- Hobbies/interests: In my free time, I enjoy [Hobby/Interest].

Remember to practise your introduction to ensure smooth delivery and confidence.

## **3. Add Personal Touches to Your Self-Introduction**

To make your self-introduction memorable, don't hesitate to share unique qualities or experiences that make you stand out from others. Adding personal touches helps create a lasting impression.

For instance, if you have travelled extensively, mention a country or two that left a deep impact on you. If you have won any awards or have unique skills, feel free to share them. These personal touches not only make you more relatable but also spark further conversation.

## **4. Use Conversation Starters for Engaging Introductions**

One way to make your self-introduction more engaging is by using conversation starters. Asking open-ended questions can initiate further dialogue after the introduction, making it easier for others to connect with you.



**Here are some sample conversation starters categorized by different scenarios:**

<b>School</b>	<ul style="list-style-type: none"><li>• What subjects are you passionate about?</li><li>• Have you participated in any extracurricular activities?</li></ul>
<b>College</b>	<ul style="list-style-type: none"><li>• Which course are you pursuing?</li><li>• What made you choose this field of study?</li></ul>
<b>Job Interview</b>	<ul style="list-style-type: none"><li>• How did you develop an interest in this industry?</li><li>• What are some achievements that showcase your skills?</li></ul>

## **5. Practise Self-Introduction Skills**

Like any skill, mastering self-introduction takes practice and preparation. Take the time to rehearse your introduction in front of a mirror or with a friend. This allows you to fine-tune your delivery and build self confidence.

Practising has several benefits, including reducing anxiety and ensuring a smooth flow of speech during actual introductions. The more familiar and comfortable you become with introducing yourself, the more natural and confident your interactions will be.

Mastering self-introduction in English is crucial for various situations in life. By knowing the basics of self-introduction, structuring your introduction efficiently, adding personal touches, using conversation starters, and practicing regularly, you can confidently introduce yourself in any setting. So go ahead, practice these five easy ways, and make a lasting impression with your self-introductions!

Now let's move on to some context-specific tips and strategies for self-introduction.

### **Self-Introduction in English for Students**

Introducing yourself in English can be a nerve-wracking experience, especially for school and college students who may not have had much practice or experience with it. However, with a few simple tips and examples, you can confidently master the art of student self introduction in English. Let's take a look at some of them:

#### **1. Begin with greetings and stating your personal details:**

Start your self-introduction with a positive tone and let others know who you are.

- Begin by offering a warm greeting.
- Clearly state your full name to ensure everyone understands.
- Mention your class, section, or the course you are pursuing, and add any additional information related to your studies or field of interest.

- Here is an example of a student self introduction in English for college student: "Hi everyone! My name is Sarah Smith, and I am currently enrolled in the Bachelor of Arts program majoring in Psychology."

## **2. Share a few details about your interests or hobbies:**

After introducing yourself, it's good to mention some of your interests or hobbies to help others connect with you on a personal level.

- Talk about hobbies that reflect your personality and interests outside of academics.
- Highlight activities that demonstrate your passion and dedication.
- Remember to keep it concise; sharing one or two hobbies is sufficient.
- For example: "Apart from my studies, I enjoy playing the guitar and painting. These activities allow me to express my creativity and relax."

## **3. Mention any notable achievements or extracurricular activities:**

If you have participated in any notable achievements or extracurricular activities, don't hesitate to mention them.

- These showcase your skills and dedication outside of academics that could interest others.
- For example, you could say "I recently won first place in the inter-school debate competition" or "I am an active member of our school's dance club."

## **4. Express eagerness to build connections and contribute positively to the class:**

Wrap up your introduction by expressing your eagerness to get to know everyone and contribute positively to the dynamics.

- Express enthusiasm about being part of the college community.
- Show eagerness to learn from others' experiences and contribute positively.
- Use phrases like "I look forward to getting to know all of you" or "I am excited about the opportunities this college offers."
- For example: "I am thrilled to be part of this vibrant school/college community, and I can't wait to meet new people, learn from each other, and make lifelong connections."

By following these simple tips, you'll be able to introduce yourself effectively in English and make a positive impression on your classmates and teachers. This article can also be helpful. Remember to be authentic, positive, and open to building new relationships.

# A food festival

## Topic

Listening skills for FCE Listening part 2

## Aims

- To encourage students to predict which parts of speech are missing in gapped texts.
- To familiarise students with part 2 of the Listening test of the FCE exam.
- To develop students' listening skills.

## Age group

Adults or teenagers

## Level

B2

## Time

75 minutes approximately, plus extension

## Materials

1. Worksheet 1: one per pair of students. *Note to teachers: worksheet 1 is reproduced twice on the page to reduce paper usage. Cut in half and give one half to each pair.*
2. Worksheets 2A and 2B: students need one copy of either 2A or 2B.
3. Worksheet 3: one copy per student. *Note to teachers: you may wish to copy worksheet 3 on the back of worksheets 2A and 2B to reduce paper usage.*

## Introduction

When students are going to do a listening activity, it is useful to get them thinking about the topic of the listening beforehand. That way they can reactivate and extend their store of vocabulary. In this lesson, students first discuss the topic of food festivals, then they focus on their listening skills in preparation for part 2 of the FCE listening test. Through a series of activities students will become more aware of what to 'notice' in a gap fill listening exercise, enabling them to do the Listening part 2 more successfully.

## Procedure

### 1. Lead in

- Put students into pairs. Give each pair a copy of worksheet 1. Students discuss the questions in exercise 1. Help with any unknown vocabulary and encourage students to use a dictionary if necessary. Elicit a few of their ideas orally around the class.

	<ul style="list-style-type: none"> <li>Students work in pairs to make a list of dishes they would expect to find at an international food festival in the UK (exercise 2). Explain that there are no right or wrong answers. Students should share their ideas and agree on a list of six to eight items.</li> <li>Students now work in groups of four (two pairs), comparing their lists and agreeing on a new list.</li> <li>Finally, draw up a definitive list from the whole class. Elicit their ideas, write them on the board and get students to agree on the final six to eight items.</li> </ul>
<b>2. Predicting parts of speech</b>	<ul style="list-style-type: none"> <li>Write these words on the board: <i>students, serious, listen, tastiest, quietly, spaghetti, concert, colder</i></li> <li>Point to each word and elicit what part of speech it is. <i>plural noun, adjective, verb, superlative adjective, adverb, uncountable noun, singular noun, comparative adjective</i></li> <li>Divide students into two groups; A and B. Give each student in group A a copy of worksheet 2A. Give each student in group B a copy of worksheet 2B. Students work individually to complete the gaps in the first exercise on the worksheet with the parts of speech required, NOT the missing words - highlight this carefully! When they are finished, they can compare their ideas with someone else from the same group.</li> <li>Then put students into pairs (one student from group A with one student from group B) to check answers. Students should not show their partner their worksheet, just take turns to listen to their partner's answers and check, correcting where necessary.</li> <li>Now students work together with the same partner to complete the gaps in the 12 sentences with their own ideas for the missing words. They should write one, two or three words in each gap. When they finish, they can get together with another pair of students and compare their ideas. Monitor students, checking that they are using the correct parts of speech and that their sentences make sense.</li> </ul>
<b>3. Listening</b>	<ul style="list-style-type: none"> <li>Give each student a copy of worksheet 3. Explain that these are gapped sentences that refer to a listening text. Students work in pairs or small groups to decide which parts of speech belong in each gap.</li> <li>Students then work individually to predict the missing words from the ten sentences.</li> <li>Play the audio while students listen and complete the gaps. Play the audio again. Finally, check the answers as a class. Answers: 1. go on holiday; 2. 40/forty; 3. every/once a; 4. countries/places; 5. £1.50; 6. fish and seafood; 7. food photography; 8. play; 9. 13<sup>th</sup>; 10. free</li> </ul>
<b>4. Extension</b>	<ul style="list-style-type: none"> <li>Students work in pairs. First they find a short text of about 50-80 words (this could be an extract from a reading text in their coursebook). Then they use the text to make a 'gapped text', taking out one, two or three words from six of the sentences. Pairs exchange gapped texts and guess the type of words that are missing and then the actual words. Finally, each pair reads out the original text while the other pair listens to check their answers.</li> </ul>

### Contributed by

Katherine Bilsborough

## A food festival

## worksheet 1

1. Work in pairs. Discuss the questions.
  - Which of these cuisines have you tried? Do you like 'foreign' food?  
*Japanese; Mexican; Spanish; Caribbean; Moroccan; Australian; Indian; British*
  - Can you name any dishes from these cuisines?
  - Which ingredients are common in these styles of cooking?
  - Which other cuisines are popular where you live?
2. Work in pairs. Imagine you are invited to an international food festival in the UK. What would you expect to find at the festival? Make a list of six to eight things on the back of this worksheet.
3. Compare your ideas with another pair and agree on a combined list of six to eight items.
4. Work with your classmates and teacher to make a definitive class list.

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## A food festival

## worksheet 1

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  - Which of these cuisines have you tried? Do you like 'foreign' food?  
*Japanese; Mexican; Spanish; Caribbean; Moroccan; Australian; Indian; British*
  - Can you name any dishes from these cuisines?
  - Which ingredients are common in these styles of cooking?
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3. Compare your ideas with another pair and agree on a combined list of six to eight items.
4. Work with your classmates and teacher to make a definitive class list.

## A food festival

## worksheet 2A

1. Write in each gap the **part of speech** (e.g. adjective, verb, noun, etc) required, NOT words to complete the sentences.
  - a) She'd love to be able to \_\_\_\_\_.
  - b) You can buy \_\_\_\_\_ online these days.
  - c) There are lots of \_\_\_\_\_ in the town centre.
  - d) The concert is on \_\_\_\_\_ evening at \_\_\_\_\_.
  - e) It's the \_\_\_\_\_ hotel I've ever stayed in.
  - f) Have you got any \_\_\_\_\_ in your pocket?
  
2. Tell your partner your answers. They will tell you if you are correct.  
Listen to your partner's answers. Check if they are correct below:
  - a) When I was younger I used to **VERB/INFINITIVE**.
  - b) Teenagers these days are **COMPARATIVE ADJECTIVE** than they used to be.
  - c) Most of the **PLURAL NOUN** or **UNCOUNTABLE NOUN** are ready.
  - d) He sings **ADVERB**, don't you think?
  - e) He decided to learn how to play **NOUN**.
  - f) Paul's **NOUN** helped to make him a good teacher.
  
3. Now work together with your partner. Complete the gaps in your sentences and your partner's sentences with one, two or three words. When you have finished, compare your ideas with another pair of students.

## A food festival

## worksheet 2B

1. Write in each gap the **part of speech** (e.g. adjective, verb, noun, etc) required, NOT words to complete the sentences.
  - a) When I was younger I used to \_\_\_\_\_.
  - b) Teenagers these days are \_\_\_\_\_ than they used to be.
  - c) Most of the \_\_\_\_\_ are ready.
  - d) He sings \_\_\_\_\_, don't you think?
  - e) He decided to learn how to play \_\_\_\_\_.
  - f) Paul's \_\_\_\_\_ helped to make him a good teacher.
  
2. Tell your partner your answers. They will tell you if you are correct.  
Listen to your partner's answers. Check if they are correct below:
  - a) She'd love to be able to **VERB/INFINITIVE**.
  - b) You can buy **NOUN** or **PRONOUN** online these days.
  - c) There are lots of **PLURAL NOUN** in the town centre.
  - d) The concert is on **DAY** evening at **TIME**.
  - e) It's the **SUPERLATIVE ADJECTIVE** hotel I've ever stayed in.
  - f) Have you got any **PLURAL NOUN** or **UNCOUNTABLE NOUN** in your pocket?
  
3. Now work together with your partner. Complete the gaps in your sentences and your partner's sentences with one, two or three words. When you have finished, compare your ideas with another pair of students.

## A food festival

## worksheet 3

Listen to a radio interview with a woman who has organised a food festival. Write a word or phrase in each gap to complete the text.

Sarah works for a local charity organisation that gives poor children an opportunity to (1) \_\_\_\_\_. This year 'Wish you were here' has organised a food festival to raise enough money to send (2) \_\_\_\_\_ children to Cornwall in the summer. They are hoping to attract a lot of visitors and they have already decided that if the food festival is popular, it will take place (3) \_\_\_\_\_ year.

There is plenty to do and see at the festival. You can buy food from many (4) \_\_\_\_\_ and you don't need to break the bank because meals are inexpensive. Children are welcome and their meals only cost (5) \_\_\_\_\_.

You can learn new skills at the festival too. A famous chef is going to teach festival-goers how to cook (6) \_\_\_\_\_. Organisers are hoping this will attract a lot of would-be chefs.

Other events at the festival include face-painting and a (7) \_\_\_\_\_ competition which is open to participants from all age groups. Families will be especially pleased to see an area where their children can (8) \_\_\_\_\_.

The food festival is on (9) \_\_\_\_\_ and it starts at 10 o'clock. There is parking space for around 200 cars and admission is (10) \_\_\_\_\_.



**Creativity and Innovation – Online teaching****Topic**

How to become more creative

**Learning outcomes**

- Describe how a range of activities can be creative
- Develop reading skills by reading an article about creativity for gist
- Identify a range of synonyms to avoid repetition
- Discuss ways of developing creativity

**Age and level**

13-17 (B2)

**Time**

60—80 minutes

**Materials**

Presentation

**Introduction**

This lesson was devised to mark World Creativity and Innovation Day on 21 April. However, it can be used at any time of year, as this is not specifically mentioned.

The lesson begins by looking at what is involved in being creative, trying to expand this beyond the usual areas of art or creative writing. The students then do a reading activity where they match headings to sections of an article. They then identify the synonyms which enabled them to do this task and focus on the idea of avoiding repetition. They read the article again and discuss which ideas they personally find most useful. The lesson finishes with a creativity task, followed by a final discussion.

## Procedure

<b>1. Warmer</b> (5 minutes)	<ul style="list-style-type: none"> <li>Show the students the opening slide of the presentation with the title. Tell them that this lesson is about creativity and innovation.</li> <li><b>Option 1:</b> Ask them to type, using the chat box, the first word or phrase that they associate with 'creativity and innovation'.</li> <li><b>Option 2:</b> If all the students have their webcams enabled, ask them to write the word or phrase on a piece of paper (in large writing) and hold it up to their webcam, so you can see all of them.</li> </ul>
<b>2. Lead-in</b> (5-10 minutes)	<ul style="list-style-type: none"> <li>Show the students slide 2 of the presentation. Ask them to look at the list of activities and decide on their own which ones involve being creative. Give students 3-4 minutes for this.</li> <li><b>Option 1:</b> If you have the option of using 'breakout rooms' (where students work separately in smaller groups), put them into small groups of three or four. Ask them to discuss their answers in their groups. Join each group for a short time and monitor their discussions, making a note of errors to focus on at a later stage, or examples of good language.</li> <li><b>Option 2:</b> Conduct feedback as a whole group. If you have muted your students' microphones, choose a few students and unmute them one at a time. Ask them to give their answers and justify their ideas.</li> <li><b>Option 3:</b> Go through each activity as a whole group. Ask 'Who thinks X involves being creative?' and ask a few of the students to say why by unmuting their microphones.</li> <li>Ask students if they think they are creative people. They can either answer in the chat, or by raising their hands (physically or virtually). With more confident groups, invite students to justify why they think they are creative, or to describe an activity where they have been creative.</li> <li><b>Note:</b> This could also be used as a writing task for homework.</li> </ul>
<b>3. Reading for gist</b> (10-15 minutes)	<ul style="list-style-type: none"> <li>Show the students slide 3 of the presentation. Tell them that they are going to read an article which offers some different ways to become more creative. Tell them that the article is divided into 5 paragraphs and they will need to match a heading to each paragraph.</li> <li>Show students the full text on slide 4 of the presentation. Tell them they should read the entire text first. Give them a suitable time limit for this.</li> </ul>

	<ul style="list-style-type: none"> <li>When the time limit is up, show students slide 5 of the presentation.</li> <li><b>Option 1:</b> Ask students what they can remember as a whole group. If you have muted your students' microphones, choose students and unmute them one at a time. Ask them to say one or two things they remember from the article. Try to give as many students as possible a chance to speak.</li> <li><b>Option 2:</b> (higher level students) Use breakout rooms to put students into small groups. Ask groups to write a 50- word summary of what they can remember. They should nominate one student per group to write the summary, either as Word or Google document, or a format that can be shared. They should write the names of all group members at the top of the document. Ensure that you have set up a way for students to share their work, either by email, or in a shared online folder such as Google Docs, or a tool like Padlet.</li> </ul>
<b>4. Reading to match headings (10–15 minutes)</b>	<ul style="list-style-type: none"> <li>Show students slide 6 of the presentation. Tell them you are going to show them the five paragraphs in the article and that there are two on each slide. They should read the paragraphs on the page and decide which heading best fits. Tell them to write their answers on a piece of paper.</li> <li>Show students slides 7-9 of the presentation, giving them a time limit to read the paragraphs and write their answers. Check that everyone understands the meaning of headings 1-6 before they start.</li> <li>Show students slide 10 of the presentation. Ask students to hold their papers up to the camera. If they don't have a webcam, tell them to write their answers in the chat box.</li> <li>Show the answers on slide 11 of the presentation.</li> </ul>
<b>5. Vocabulary focus (15-20 minutes)</b>	<ul style="list-style-type: none"> <li>Show students slide 12 of the presentation and explain that you are going to show them the paragraphs again. Students should read the paragraphs and try to identify words and phrases which have a similar meaning to the heading of each section.</li> <li>Show students slide 13 of the presentation. Give them a few minutes to read the paragraph and identify the similar words or phrases.</li> <li>Use the 'raise hand' function, if this is available, to ask for volunteers to give you the answer. Choose one student, unmute their microphone and let them give you their answer. Ask other students if they agree or disagree. They can do this by typing in the chat box.</li> </ul>

	<ul style="list-style-type: none"> <li>• Show them the correct answers on slide 14 of the presentation.</li> <li>• Ask students if the suggestion given in paragraph 1 would be useful for them. If you have a group with students who like to speak, give one or two an opportunity to say why the suggestion is or isn't useful for them.</li> <li>• Repeat this process with slides 15 - 22, going through each of the paragraphs. When students are together in the main classroom, ask them why the author uses these synonyms and elicit that it is to avoid too much repetition. Invite them to either speak or type in the chat.</li> <li>• <b>Optional activity:</b> You could put students into groups using 'breakout rooms' and ask them to discuss what they do to help them be more creative, concentrate on study or think clearly. If you do this, make sure to visit the breakout rooms and monitor students' conversations.</li> </ul> <p><b>Possible homework task:</b> Ask students to think of at least one more way of expressing the ideas in the headings. Possible answers: A have a wander / go for a ramble B be lost in a fantasy / be lost in thought / be building castles in the air C find a new way of doing something / think laterally D shake with laughter / be doubled up with laughter (both quite strong) E racket (a loud ongoing noise) / babble (a low noise of people talking)</p>
<b>6. Creativity task (10-15 minutes)</b>	<ul style="list-style-type: none"> <li>• Tell students that they are going to try a task to help develop creativity.</li> <li>• Show them slide 23 with the instructions. Wait until all students have drawn their squares and check that they haven't started by asking them to show their papers to the camera.</li> <li>• Time them for three minutes while they doodle on the squares. Stop them after the three minutes and show them slide 24 of the presentation.</li> <li>• Ask them to discuss the questions. This speaking activity would work best if you are able to use breakout rooms to put students in groups. Monitor the groups, making a note of good language usage and errors. If you are not able to put students into groups, conduct a whole class discussion making sure to mute the microphones of students who are not speaking.</li> </ul>

**Adapted for online teaching from the lesson written by**

Rachael Roberts

## Creativity and Innovation

### Topic

How to become more creative

### Learning outcomes

- Describe how a range of activities can be creative
- Develop reading skills by reading an article about creativity for gist
- Identify a range of synonyms to avoid repetition
- Discuss ways of developing creativity

### Age and level

13-17 (B2)

### Time

50-65 minutes

### Materials

Presentation OR student worksheet

### Introduction

This lesson was devised to mark World Creativity and Innovation Day on 21 April. However, it can be used at any time of year, as this is not specifically mentioned.

The lesson begins by looking at what is involved in being creative, trying to expand this beyond the usual areas of art or creative writing. The students then do a reading activity where they match headings to sections of an article. They then identify the synonyms which enabled them to do this task and focus on the idea of avoiding repetition. They read the article again and discuss which ideas they personally find most useful. The lesson finishes with a creativity task, followed by a final discussion.

## Procedure

<b>1. Lead-in</b> <b>(5-10 minutes)</b>	<ul style="list-style-type: none"> <li>• Show slide 2 of the presentation or write the following words on the board: cooking, playing football, doing a science experiment, writing a book, hairdressing. In pairs or small groups, students discuss the question: Which of the activities involve being creative? How?</li> <li>• Invite some students to share their thoughts. Establish that there are lots of different ways of being creative. For example, a footballer can be creative in thinking of new ways to play the game (or possibly some of them might be creative in pretending to be injured!).</li> <li>• Ask students if they think they are creative people. They can discuss in small groups. With more confident groups, invite students to justify why they think they are creative, or to describe an activity where they have been creative.</li> </ul>
<b>2. Reading for gist</b> <b>(10 minutes)</b>	<ul style="list-style-type: none"> <li>• Tell students that they are going to read an article which offers some different ways to become more creative. Explain that they will have a time limit to read the article to practise reading for gist. If they have time, they could think about possible headings for the sections.</li> <li>• Show slide 4 of the presentation or hand out page 1 of the student worksheet and refer students to Task 1. Give students a suitable time limit to read the article. When the time is up, ask them to say one or two things they can remember. They can do this as a whole class, or in small groups.</li> </ul>
<b>3. Reading to match headings</b> <b>(10 minutes)</b>	<ul style="list-style-type: none"> <li>• Explain that students will read the article again. This time, they should write the missing heading for each section.</li> <li>• Show slide 7 of the presentation or hand out page 2 of the student worksheet and refer students to Task 2. Read out headings 1-6 and check that students understand them.</li> <li>• If you are using the slides, show slides 7-9 and give a time limit for each one. Students write the correct headings in their notebooks (if using the presentation) or on the student worksheet.</li> <li>• Let students check their answers together, then check as a class. The answers are available on slide 11 of the presentation.</li> </ul> <p>Answers:</p> <p>A Get your legs moving</p>

	<p>B Daydream</p> <p>C Think outside the box</p> <p>D Have a good laugh</p> <p>E Noise</p>
<b>4. Vocabulary focus</b> (15–20 minutes)	<ul style="list-style-type: none"> <li>• Explain that students are going to look at the article again. This time, they should find words and phrases that have similar meaning to the headings of each section.</li> <li>• Show slide 13 of the presentation or ask students to read section A of the article on page 1 of the student worksheet. Ask them to find and note or underline words and phrases that have a similar meaning to ‘Get your legs moving’. Elicit the answers: go for a stroll, get out and about, go for a walk, stretch your legs.</li> <li>• Ask students to say why the author uses these, rather than repeating words (to add variety, make the text more interesting to read).</li> <li>• <b>Option 1:</b> If using the presentation, show slide 14 with the answers. Ask students if the suggestion would be useful for them. Invite them to say why. Repeat the process with slides 15-22: give students time to read each section and identify synonyms; elicit / show the answers; ask students to say if the ideas are useful or not and why.</li> <li>• <b>Option 2:</b> Individually or in pairs, students read the remaining sections on page 1 of the student worksheet and underline synonyms of the headings. Check the answers with the class. Ask students to say if the ideas would be useful or not and why.</li> <li>• Check that all students understand the meaning of each word or expression and can pronounce any trickier words, e.g. stroll, wander.</li> </ul> <p>Answers:</p> <p>A: Get your legs moving  go for a stroll (a stroll is a relatively slow walk for pleasure)  get out and about  go for a walk  stretch your legs</p> <p>B: Daydream  stare into space  have a wandering mind  (Possibly: not pay attention, though this has a more negative connotation)</p> <p>C: Think outside the box  challenge things you’ve always done</p>

	<p>think differently</p> <p>D: Have a good laugh</p> <p>have a chuckle (a chuckle is quite a small laugh)</p> <p>laugh out loud</p> <p>E: Noise</p> <p>chatter (the noise of people talking)</p> <p>hubbub (a noise caused by a crowd of people talking loudly)</p>
<b>5. Creativity task (10-15 minutes)</b>	<ul style="list-style-type: none"> <li>• Show slide 23 of the presentation or refer students to Task 3 of the student worksheet. Tell them that they are going to try a task to develop creativity. If using the presentation, give students some time to draw 18 squares on a piece of paper as shown on the slide.</li> <li>• Give students three minutes to turn each of the squares into a recognisable object, e.g. a present or house.</li> <li>• After three minutes, tell students to stop. Show slide 24 of the presentation or refer students to the three questions below the squares in the student worksheet. They discuss the questions in small groups. Invite some groups to share their thoughts.</li> <li>• Note that doodling is another suggested way to develop creativity, as well as the task being a test of creativity.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Ask students to think of at least one more way of expressing the ideas in the headings.</li> </ul> <p>Possible answers: A have a wander / go for a ramble B be lost in a fantasy / be lost in thought / be building castles in the air C find a new way of doing something / think laterally D shake with laughter / be doubled up with laughter (both quite strong) E racket (a loud ongoing noise) / babble (a low noise of people talking)</p>

### Contributed by

Rachael Roberts



TeachingEnglish lesson

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# Remote learning

September 2020

# Remote learning



Look at the images. Which adjectives do you associate with each image? Why?

*productive*

*fun*

*lonely*

*collaborative*

*frustrating*

*efficient*

*enjoyable*

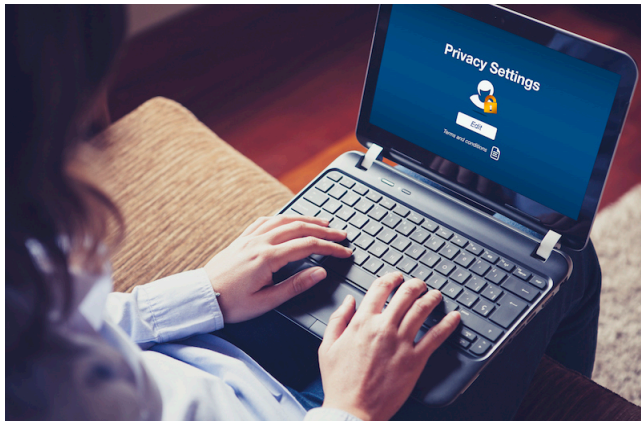
*easy*

*relaxed*

*hard work*

*independent*

*reliable*



# Remote learning



**Write three positive and three negative things about each way of learning, e.g.**

*Remote learning is more relaxed because you can do it from your sofa.*

*Remote learning can be frustrating if the technology you are using doesn't work well.*

# Remote learning



You are going to complete a short survey about your experiences of remote learning. Either write your answers in the chat or complete the survey online.

1. What type of learning did you do during lockdown?
  - a. Online classes with teachers every day
  - b. My teachers sent me work online every day and I had to complete it alone
  - c. Online classes a few times a week or less
  - d. None
  - e. Other (give a brief description)

# Remote learning



You are going to complete a short survey about your experiences of remote learning. Either write your answers in the chat or complete the survey online.

2. During your time remote learning do you think you learned:

- a. the same as usual?
- b. more than usual?
- c. less than usual?

# Remote learning



You are going to complete a short survey about your experiences of remote learning. Either write your answers in the chat or complete the survey online.

3. What were the best things about learning from home?

# Remote learning



You are going to complete a short survey about your experiences of remote learning. Either write your answers in the chat or complete the survey online.

4. And what were the worst things about learning from home?

# Remote learning



You are going to complete a short survey about your experiences of remote learning. Either write your answers in the chat or complete the survey online.

5. What did you miss most about face-to-face classes at school?



# Remote learning

**You are going to watch a video of Augustina, a 17-year-old student from Argentina, talking about her experiences of online learning. As you watch, make notes on these questions.**

- Are there any similarities/differences between Augustina's experience of online learning and your own experience?
- What positive and negative things does she mention about remote learning?
- Do you think overall her opinion of remote learning is positive or negative?

# Remote learning

**Read the texts about remote learning in different countries. Write the letter of the text that mentions the following:**

1. Students doing final exams under different conditions from usual
2. Someone having to go into school to pick up worksheets
3. Having connection problems with online video lessons
4. Having to travel a long way to be able to receive lessons
5. Watching lessons on local TV
6. Schools not opening until September
7. Students already having the required technology
8. A lack of investment in schools means it is difficult for teachers to give support to students
9. The role of men and women in supporting home education
10. Not having to get up early
11. Students being able to get extra individual help when necessary
12. Going back to school part-time
13. Finding it harder to focus
14. Watching videos made by the teacher
15. Parents teaching children at home

# Remote learning



**You are going to write a report about your own experiences of learning online.**

A report is a text which explains a situation, gives factual information and gives recommendations. Imagine that your school has asked you to write a report about your experiences of remote learning.

## **Report:**

**Formal** – use of passive, avoid giving your personal opinion, usually written for a teacher or your boss.

**Has clear sections** – these usually have headings, so that the different parts are very clear.

**Makes recommendations** – the final section usually gives recommendations for the future.

# Remote learning



You are going to write a report about your own experiences of learning online. Your report should include:

**introduction:** Explain what the report is about.

**your experience of remote learning:** Did you do online lessons? Did you work on your own from home? Did you learn through TV or radio? Were you able to keep up with classes?

**advantages:** What was good or what did you enjoy about remote learning?

**disadvantages:** What did you miss about learning at school? What didn't work well?

**recommendations:** What would improve the situation if you had to return to remote learning in the future?

# Remote learning



Part	Useful language
Introduction	<p>This report will outline/explain/evaluate ...</p> <p>The purpose of this report is to evaluate/make recommendations/reflect on ...</p>
Experience of remote learning at ... (name of school)	<p>In general,</p> <p>Classes were given online / classes took place ...</p> <p>Students were able to ...</p>
Advantages	<p>One advantage was ...</p> <p>... was an improvement on regular classes because ...</p>
Disadvantages	<p>On the other hand, ...</p> <p>A major disadvantage was ...</p> <p>Generally speaking, students felt/were ...</p>
Recommendations	<p>In order to improve remote learning in the future, I would recommend ... (verb+ing / noun)</p> <p>The following changes would improve the situation: ...</p> <p>The best solutions would be ...</p> <p>Based on the experience I had, I'd strongly recommend ... (verb+ing / noun)</p>

# Remote learning



**Remember, a report should be formal. Look at the different options below. Which is better for a report, a or b?**

- a. This report is about remote learning. I'll talk about what happened at my school and what was good and bad. Then I'll give some recommendations.
- b. This report will outline the remote learning at St Paul's school, assess the positive and negative aspects of this remote learning and go on to give recommendations about how remote learning could be improved in the future.

# Remote learning



**Remember, a report should be formal. Look at the different options below. Which is better for a report, a or b?**

- a. In general, the online classes provided by the school were effective. One major advantage was that students learned to organise their time more effectively, deciding when they wanted to study and when to take breaks. Many students commented that they appreciated this way of working as it made them more independent. Time management is also an important skill for the future.
- b. The online classes were generally good. One good thing was that we could learn more independently and organise our own time. This is important for the future.

# Remote learning



**Remember, a report should be formal. Look at the different options below. Which is better for a report, a or b?**

- a. On the other hand, students reported that they missed face-to-face interaction with their classmates and teachers and sometimes felt isolated.
- b. On the other hand, I missed seeing my classmates and teachers every day.



# Remote learning



**Remember, a report should be formal. Look at the different options below. Which is better for a report, a or b?**

- a. It would be good to do more face-to-face classes online so that students can feel more connected and also so that they can ask their teachers questions if they have doubts.
- b. In order to improve remote learning in the future, I would recommend offering more online classes so that students can feel more connected and are able to resolve doubts with their teachers more quickly.

TeachingEnglish lessons

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# Remote learning

Thanks for attending the lesson

## Remote learning lesson plan

**Important – please read:** This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons, and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheets students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

### Topic

Positive and negative aspects of remote learning

### Aims

- To practise speaking through discussion
- To practise listening skills
- To practise reading skills
- To develop writing skills by writing a report

### Age/level

Secondary students at CEFR level B2 and above

### Time

60–90 minutes

### Materials

Remote learning class materials on PowerPoint

### Introduction

This lesson plan is designed to be used with students who have had recent experience of remote learning. Students will first reflect on some of the differences between remote and face-to-face learning by completing a survey about the remote learning that they have done. Then they will watch a video of a student talking about her own experiences and read about the experiences of different students from around the world, comparing them to their own contexts. Finally, students will prepare to write a report about these experiences, in which they will give recommendations for how remote learning could be improved in the future.

## Procedure

### CHECKLIST

- **Make sure you are familiar with the online platform you are using.**
  - Have you tested your microphone and camera to make sure they work? Always do this before the lesson to check for any problems.
  - Do the students need a URL to join the online classroom? Do they all have this?
  - Do you know how to 'mute' the students' microphones if you need to?
  - Do you know how to share what is on your computer screen so that the students can see it?
  - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled?
- Make sure that you have the student PowerPoint file open on your computer and any other material you will be using during the lesson.
- Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.
- Most online platforms have support videos or tutorials available online. Do you know where to access these?
- Make sure all of your students know that they must arrive on time and that they must have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least five minutes before the lesson begins to avoid disruption.

## Procedure

Stage	Instructions
<b>At the start of the lesson</b>	<ul style="list-style-type: none"> <li>• Welcome the learners as they arrive: <ul style="list-style-type: none"> <li>- Check that you can all hear and see each other.</li> <li>- Check that they can see the first slide.</li> <li>- If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.</li> </ul> </li> <li>• Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as saying what they've done that week.</li> </ul>

	<ul style="list-style-type: none"> <li>Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.</li> </ul>
<b>1. Lead-in (10–15 minutes)</b>	<ul style="list-style-type: none"> <li><b>Show students the introductory slide.</b> Ask them to define what remote learning is. You could nominate students or ask them to write a short definition in the chat.</li> <li><b>Show students slide 2.</b> Read out the adjectives to check pronunciation and make sure students are aware of the meanings. Give them a couple of minutes to decide if they associate each adjective with one or other of the photos (or perhaps neither!).</li> <li>Then, nominate students to explain which adjectives they chose and why.</li> <li><b>Show students slide 3.</b> If you have the option of breakout rooms, you can put students into pairs and ask them to write three positive and three negative sentences about each type of learning. Set a time limit (approximately 6 minutes).</li> <li>Bring students back into the main room and nominate students to share their sentences and see if they have similar ideas.</li> </ul>
<b>2. Short survey (5–10 minutes)</b>	<ul style="list-style-type: none"> <li>Tell students that they are going to complete a survey about their experiences of remote learning. One way to do this is to create an online survey. You could use Google Forms or Survey Monkey, and then share the link with your students in the chat. This will allow you to share your screen and show students' answers in real time.</li> <li>If you do not have access to a survey tool, you can show the survey questions on <b>slides 4–8</b>. Give students a minute or so to answer each question. They can write their answers in the chat. In this way, everyone can see the results quickly.</li> <li>Comment on the survey results – is there anything that surprises students?</li> </ul>
<b>3. Video for listening comprehension (6 minutes)</b>	<ul style="list-style-type: none"> <li><b>Show students slide 9.</b> Explain that they are going to watch a short video of a 17-year-old Argentinian student talking about her remote learning experience. Direct them to the questions and encourage them to make notes as they listen.</li> <li>Play the video once: <a href="https://www.youtube.com/watch?v=bN64cl669qU&amp;list=PLWuYED1WVJINNwvKHWOjQWz5oS6z1yIVE&amp;index=7&amp;t=0s">https://www.youtube.com/watch?v=bN64cl669qU&amp;list=PLWuYED1WVJINNwvKHWOjQWz5oS6z1yIVE&amp;index=7&amp;t=0s</a></li> <li>If you can, put students into breakout rooms in pairs or small groups, so that they can compare their notes.</li> <li>Bring students back into the main room. If they need to listen again, you can play the video a second time. Then conduct whole-class feedback – first on how her situation is similar or different and then on the things she talks about.</li> </ul>

	<p><u>Answers</u></p> <p><i>Positive things: not having to get up early, not having to do homework</i></p> <p><i>Negative things: missing her friends, school not organising her day, her schedule being messed up, missing her classes, not understanding her classes, how teachers are managing the situation</i></p> <p><i>Overall, she is more negative than positive about remote learning.</i></p>
<b>4. Reading</b> (15 minutes)	<ul style="list-style-type: none"> <li>For the reading task you will have to send the reading texts worksheet to the students through the chat (or give them the direct link to the PDF: <a href="#">LINK</a>).</li> <li>This is a matching exercise, where students need to read five short texts and then match the statement to the corresponding text or texts. Emphasise that there could be more than one answer for each statement. A good technique here is to read the statements first and then read each text one by one to try to match the statements <b>on slide 10</b>. Set a time limit (15 minutes).</li> </ul>
<b>5. Post-reading discussion</b> (10 minutes)	<ul style="list-style-type: none"> <li>Put students into pairs or small groups in breakout rooms and ask them to check answers together.</li> <li>Then ask students to comment on the texts – which situation is most similar to their own? Was there anything that surprised them? Which country would they most like to be remote learning in?</li> <li>Bring students back into the main room to correct the answers and get feedback from the students about the texts.</li> </ul> <p>Answers: 1. D, 2. A, 3. D, 4. E, 5. A, 6. C, 7. B, 8. C, 9. E, 10. D, 11. B, 12. B, 13. D, 14. A, B, 15. C</p>
<b>6. Writing preparation</b> (10 minutes)	<ul style="list-style-type: none"> <li>Ask students what a report is and when they might have to write one. <b>Show students slides 11 and 12</b>, which describe what a report is and what it can include.</li> <li>Tell students that they are going to write a report about their experiences of online learning, so that they can give recommendations for how it might be improved. Emphasise that they can write about their own experience but can also make reference to the other contexts they have learned about in this lesson, perhaps using the statements on slide 10 about the texts they read for more ideas.</li> <li><b>Show students slide 13.</b> They are going to work in pairs to write a plan for their report. You might need to make a copy of the slide so that the students can see it in the breakout rooms. Ask them to make notes for each section of their report. They should decide what to include in each section and write some sample sentences, using the useful language. If students need to see a sample report, you can show them a sample from LearnEnglish Teens:</li> </ul>

	<p><a href="https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report">https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report</a></p> <ul style="list-style-type: none"> <li>Encourage them to use clear sections and expand their ideas to give examples and reasons for their ideas.</li> <li>Set a time limit (10 minutes) and visit each breakout room so that you can help students with ideas and with language.</li> </ul>
<b>7. Focus on register (5 minutes)</b>	<ul style="list-style-type: none"> <li>Bring students back into the main room.</li> <li>Before students start to write their report, remind them that it should be a formal piece of writing. <b>Show them slide 14</b> and ask students to choose which sentence is more appropriate. Nominate a student to answer and say why. <b>Then show slides 15–17</b> and repeat the activity. On slide 17, focus on the use of the gerund after the verb <i>recommend</i> and check that students are clear about how this verb is used.</li> </ul> <p><i>Answers: b, a, a, b</i></p>
<b>7 Writing (optional in class or at home) (30 minutes)</b>	<ul style="list-style-type: none"> <li>There are two options here, depending on the length of your online lesson – one is to ask students to write the text collaboratively in class. One way to do this is to open a collaborative document (for example, in Google Docs) for each pair of students in breakout rooms. They can then work together to write their text, using the plan that they have already made. Remind them to focus on the useful language and maintaining a formal style. With this kind of document, students also have the option of continuing their collaborative work outside of class.</li> <li>Alternatively, you can give the task for homework individually. Students can write the report at home, using the plan that they developed collaboratively in class.</li> </ul>
<b>8. Optional extra activity</b>	<ul style="list-style-type: none"> <li>As an extra activity for homework or as a follow-up, you could ask students to record themselves answering the four questions that they saw in the video earlier and you could ask students to share them in the next class. This is a nice way for students to talk about their own experiences in English. If students are already back at school, they can use the past tense to answer the questions.</li> <li>The questions are: How do you feel about not being at school? What do you miss most about not being at school? How are you keeping up with your lessons? What do you want to say to the people watching this video?</li> </ul>

### Contributed by

Cath McLellan

**Remote learning: Reading texts****TEXT A****Vietnam**

After our annual two-week *Tet* (Vietnamese New Year) holiday, I was really looking forward to returning to school. But late on Sunday evening (2 February), my mum told me that I wouldn't have to return to school the next day. For the next few weeks, we waited at home for news of when we could return. I live in the countryside, and we don't have great internet, but our teachers would make some short lessons and post them online for us to watch (I used my dad's smartphone to watch these, as I don't have a laptop). Also, our teachers would make some worksheets for us to do – my mum would collect them from my school and my dad returned them when I finished. I heard that in the big cities, children could watch lessons for all subjects on local TV and also had some live online lessons with their teachers. After three months, at the start of May, we could return to school. I was so pleased to see all my school friends again, as well as all my teachers.

*Nguyen Viet Anh, Grade 8 student, central Vietnam*



**TEXT B****The Netherlands**

Here in the Netherlands, students had to get used to teachers moving their lessons 100 per cent online. Most students already need a laptop as part of their regular school routine, so we are quite lucky to have the facilities to move to online teaching quite easily. Teachers were given the freedom to do it in whichever way they preferred: recording a video of themselves explaining and then putting it on YouTube for students to watch when it suited them; planning a virtual Microsoft Teams session where all students had to be present; individual one-to-ones via telephone with students that needed the extra help ...

Right now, as the lockdown is slowly coming to an end, secondary school students go to school two days per week and receive online teaching the other three days. The two days at school are filled with rules: keeping their distance; instead of moving from classroom to classroom they stay in the same room with the same small group of students the whole day and the teachers are the ones that move around; all breaks take place in that same classroom.

**TEXT C****Egypt**

Schools are closed until September – there is no online teaching taking place. I don't know if this is the case for university students. Most Egyptian people I spoke with are teaching their children at home.

Providing good education is a challenge in Egypt because government schools are severely 'underfunded', which means teachers don't have sufficient support from education officials nor the resources (e.g. photocopiers and papers) to carry out their work. It's left to the parents to teach their children at home in rural areas, which is difficult because most parents are not well educated, so as a last resort they send their children to private lessons offered by schoolteachers. Parents who live in cities like Cairo send their children to private schools if they can afford it.

**TEXT D****Italy**

Schools closed nationwide on 9 March. Almost 12 million learners had to learn from home. The school year ended on 5 June, with most students not returning to the school building. Now students who are leaving school are doing their final exams with their teachers, using masks and social-distancing measures inside the school building.

Teachers in my son's secondary school were teaching online within a week of school closure here in Naples and did a brilliant job of keeping everyone in lessons and keeping things fairly 'normal' during the school day. One son was on the computer and the other was on his phone connecting to lessons, while my husband and I were both working from laptops and my other son was at home attending lectures online, broadcast from his university in England. It was difficult to find a quiet place for any of us to be and concentrate.

My son (aged 17) said the lessons were not as good because there were connection problems, he couldn't see well on the phone screen and it was more difficult to concentrate. He also missed the social side of meeting his friends. He liked the fact that he could stay in bed later and study for an exam at the same time as supposedly 'listening' in another lesson.

**TEXT E****Peru**

There are three main channels to access classes here in Peru.

**RADIO:** In many inaccessible areas, children need to climb the highlands with their radio devices to areas where radio signal is possible. They are not necessarily accompanied by teachers, although there are stories of teachers actually walking students uphill to accompany them – or parents.

According to a recent study, radio is only used by around 20 per cent of users of the strategy, the lowest rate.

**WEB:** Internet access is an issue in the country and it still has low rates. Many people access the website through smartphones. Research has found out that only 22 per cent of families access the content online, which is still low; 81 per cent have only one device available and about 18 per cent have two devices available (e.g. computer and smartphone). The issue with the web is the support that parents feel they need to provide – many parents feel they need support with this. Primarily it is a female family member that supports education (67 per cent of cases). This leaves male members supporting learning in about 33 per cent of cases only, which sheds interesting light in terms of family roles and expectations.

**TV.** Probably the way most people follow classes is through TV (78 per cent). You might notice some students even wear their uniform to attend their lessons in front of the TV! Again here, the family feel they need to accompany their children in the process. TV programmes are delivered by a combination of TV anchors/professional communicators and guest teachers. The content is combined with printed materials that the Ministry has distributed and also the materials available in the Aprendo en Casa website.

## Remote learning

### Task 1



Which adjectives do you associate with each picture? Why?

<i>productive</i>	<i>fun</i>	<i>lonely</i>	<i>relaxed</i>	<i>collaborative</i>	<i>frustrating</i>
<i>efficient</i>	<i>enjoyable</i>	<i>easy</i>	<i>hard work</i>	<i>independent</i>	<i>reliable</i>

Write three positive and three negative things about each way of learning, e.g.

*Remote learning is more relaxed because you can do it from your sofa.*

*Remote learning can be frustrating if the technology you are using doesn't work well.*

**Task 2: Class survey****Remote learning class survey**

Read the questions and tick the best answer. Please give as much detail as possible.

**1. What type of learning did you do during lockdown?**

Online classes with my teacher every day

Online classes with my teachers every week

Teachers sent me work every day which I had to complete at home

Teachers sent me work every week which I had to complete at home

Nothing

Other (please give details)

**2. Over lockdown, do you think you learned:**

more than usual?

the same as usual?

less than usual?

Other (please give details)

**3. What were the best things about studying from home?****4. What didn't you like about learning from home?****5. What did you miss about face-to-face classes?**

**Task 3: Listening**

**You are going to watch a video of Augustina, a 17-year-old student from Argentina, talking about her experiences of online learning. As you watch, make notes on these questions.**

- Are there any similarities/differences between Augustina's experience of online learning and your own experience?
- What positive and negative things does she mention?

**Task 4: Reading**

**Now you are going to read about remote learning in another country. As you read your text, tick which things it mentions.**

1. Students doing final exams under different conditions from usual
2. Someone having to go into school to pick up worksheets
3. Having connection problems with online video lessons
4. Having to travel a long way to be able to receive lessons
5. Watching lessons on local TV
6. Schools not opening until September
7. Students already having the required technology
8. A lack of investment in schools means it is difficult for teachers to give support to students
9. The role of men and women in supporting home education
10. Not having to get up early
11. Students being able to get extra individual help when necessary
12. Going back to school part-time
13. Finding it harder to focus
14. Watching videos made by the teacher
15. Parents teaching children at home

**Task 5: Discussion**

**After reading, tell your group:**

- Which country was your text about?
- What type of remote learning took place?
- How similar to/different from your own experience was it? Why?
- Was there anything surprising in your text?
- Would you like to be at school in this country? Why (not)?

**Task 6: Write a report**

A report is a text which explains a situation, gives factual information and gives recommendations. Imagine that your school has asked you to write a report about your experiences of remote learning. In your report you should include:

**introduction:** Explain what the report is about.

**your experience of remote learning:** Did you do online lessons? Did you work on your own from home? Did you learn through TV or radio? Were you able to keep up with classes?

**advantages:** What was good or what did you enjoy about remote learning?

**disadvantages:** What did you miss about learning at school? What didn't work well?

**recommendations:** What would improve the situation if you had to return to remote learning in the future?

Part	Useful language
<b>Introduction</b>	<p><i>This report will outline/explain/evaluate ...</i></p> <p><i>The purpose of this report is to evaluate/make recommendations/reflect on ...</i></p>
<b>Experience of remote learning at .... (name of school)</b>  <b>Advantages</b>  <b>Disadvantages</b>	<p><i>In general,</i></p> <p><i>Classes were ...</i></p> <p><i>Students were able to ...</i></p> <p><i>One advantage was ...</i></p> <p><i>... was an improvement on regular classes because ...</i></p> <p><i>On the other hand, ...</i></p> <p><i>A major disadvantage was ...</i></p> <p><i>Generally speaking, students felt/were ...</i></p>
<b>Recommendations</b>	<p><i>In order to improve remote learning in the future, I would recommend ... (+ verb(ing) / noun)</i></p> <p><i>The following changes would improve the situation ...</i></p> <p><i>The best solutions would be ...</i></p> <p><i>I'd strongly recommend ... (+ verb(ing) / noun)</i></p>



**Task 7: Register**

**Remember that a report should be a formal text. Look at the sentences below. Which is better for a report, a or b?**

**Introduction:**

- a. This report is about remote learning. I'll talk about what happened at my school and what was good and bad. Then I'll give some recommendations.
- b. This report will outline the remote learning at St Paul's school, assess the positive and negative aspects of this remote learning and go on to give recommendations about how remote learning could be improved in the future.

**Main section:**

- a. In general, the online classes provided by the school were effective. One major advantage was that students learned to organise their time more effectively, deciding when they wanted to study and when to take breaks. Many students commented that they appreciated this way of working as it made them more independent. Time management is also an important skill for the future.
- b. The online classes were generally good. One good thing was that we could learn more independently and organise our own time. We were more independent, and this is important for the future.

**Main section:**

- a. On the other hand, students reported that they missed face-to-face interaction with their classmates and teachers and sometimes felt isolated.
- b. On the other hand, I missed seeing my classmates and teachers every day.

**Recommendations:**

- a. It would be good to do more face-to-face classes online so that students can feel more connected and also so that they can ask their teachers questions if they have doubts.
- b. In order to improve remote learning in the future, I would recommend offering more online classes so that students can feel more connected and are able to resolve doubts with their teachers more quickly.

# Remote learning

## Important – please read

This lesson has been created for teachers working in face-to-face classrooms where Covid-19 restrictions may be in place. The guidance at the start of the lesson plan is designed to provide suggested ideas for managing pair work and group work in a physically distanced classroom environment. It is a general guide, and your situation may be different. You may need to adapt the lesson to the context you are working in.

There is also an online version of this lesson plan, which you could refer to if you are working in a 'hybrid' learning situation. Hybrid learning is the method of teaching remote and in-person students at the same time.

## Topic

Positive and negative aspects of remote learning

## Aims

- To practise speaking through discussion
- To practise listening skills
- To practise reading skills
- To develop writing skills by writing a report

## Age/level

Secondary students at CEFR level B2 and above

## Time

60–90 minutes

## Materials

- Remote learning student worksheet
- Texts about remote learning around the world

## Introduction

This lesson plan is designed to be used with students who have had recent experience of remote learning. Students reflect on some of the differences between remote and face-to-face learning by completing a survey about the remote learning that they have done. They watch a video of a student talking about her own experiences and read about the experiences of different students from around the world, comparing them to their own contexts. Finally, students will prepare to write a report about these experiences, in which they give recommendations for how remote learning could be improved in the future.

## Guidance for communicative activities in face-to-face, physically distanced classrooms

### Make sure you are familiar with the rules for face-to-face teaching in your school


These lesson plans are designed to include opportunities for students to work in pairs or groups to develop their communication skills. This is likely to present a number of challenges, as there may be different physical-distancing rules you may need to follow in your classroom to protect the safety of students and teachers. Procedures and rules will vary but may involve some of the following:

- reduced class sizes so that desks can be placed up to two metres apart
- student 'bubbles', in which groups of up to ten pupils are able to work together safely
- clear plastic screens placed around students' desks to allow for safer interaction
- hybrid learning situations, where some students are physically present in the classroom and others join the lesson remotely
- policies on handouts and worksheets, where it is not possible to give learners a physical worksheet.

All of the issues above will bring new challenges and influence the way you teach. The ideas below are intended to help you manage your lessons effectively and ensure that students have sufficient opportunity to communicate as much as possible during the lesson.

### Suggestions for communicative activities

A key purpose of communicative activities, such as pair work and group work, is to ensure students have an opportunity to practise their productive skills at the same time as other students in the class. However, due to restrictions, this may not be possible in the normal way. To avoid your classes being too teacher-centred, we have suggested some ideas below that can replace more traditional group- and pair-work speaking activities.

Where you see the  symbol on the lesson plan, this tells you that the instructions include a group- or pair-work activity. Refer to the suggested activities below for ideas, or the instructions on the lesson plan.

### Using written dialogue in place of spoken dialogue for simple tasks

- Pen and paper. In low-resource environments, ask students who are physically in the classroom to communicate using pen and paper. For example, where students have been asked to give an opinion, they write this in larger than normal writing on a piece of paper and hold it up for their partner to read. Their partner then responds by writing on their own piece of paper.
- Sticky notes. Ask students to write comments on sticky notes, or on small pieces of paper, and take turns to stick them to a board in the classroom or on a 'post-it' wall. This gives students the opportunity to write their opinions, ideas or responses to a question and share them with the rest of the class. The teacher can read comments and focus on any follow-up language work, respond to the students' writing or extend the discussion as a whole class. If working in a hybrid situation, where some of the students are learning simultaneously in a remote environment, they could do the same activity using an online 'wall', such as [Padlet](#). Alternatively, they could write their

comments and ideas into a shared online document, which could be displayed on a computer, via a data projector in the classroom, or read out by the teacher.

- **Using messenger applications.** In contexts where students have access to an internet connection, students could use a messenger tool such as WhatsApp to write messages to each other online. Again, with hybrid learning situations, this pair-work activity could be done between a student physically in the classroom and a partner learning remotely. If students are working in larger groups of four or five, they can create a closed group with the students they are working with.
- **Collaborative writing.** An online solution, which may be effective in a hybrid learning situation, is to use an online messaging board such as [Padlet](#) or a shared document in [Google Docs](#). The teacher asks a simple open-ended question, for example 'What are some of the advantages/disadvantages of learning from home?' Having shared the link with the students, the teacher gives a word limit and a time limit for students to add their comments to the messaging board or Google doc for their group. The teacher follows up with whole-class feedback, responding to the comments and asking students to clarify orally.

### Using voice recording tools for spoken communication

- **Recorded voice messages.** If resources and connectivity make this possible, using voice recording tools can be an effective way to encourage dialogue between students for pair-work activities. Make sure all your students have access to a mobile phone before doing this type of activity to ensure everyone can participate. Ask students to record their turn and send via SMS or a messaging application to their partner to respond and build a recorded dialogue. Alternatively, an online voice recording tool like [Vocaroo](#) is a simple way to create voice recordings and share via SMS or an online messaging application. Most basic mobile phones have a built-in voice recorder, so it might be possible to share one or more phones and for the teacher to pass it between pairs or small groups of students, who listen and respond or add their comments.

Both of the above activities could be done effectively in hybrid learning situations.



- If you are working in a low-connectivity context and have access to cassette recorders and blank cassettes in your school, using these to record students speaking is a possible solution. Ensure there is a quiet space where they can do this. Divide students into groups and invite them to record themselves individually. Play back the recordings as a whole class to evaluate communicative competence and focus on any common errors.

### Setting up traditional group- and pair-work activity

- If none of the above are possible, consider ways of rearranging your classroom by moving desks and chairs to the side of the room or to the middle of the room for speaking activities in groups or pairs. Arrange students so that they are able to speak at a recommended distance from each other and also from the other groups.

This is a small selection of ideas that may be used to encourage student-led communication in physically distanced face-to-face classrooms or in hybrid learning contexts. If it is possible where you work, we recommend that you work with your colleagues to create a list of activities and ideas for your own context. We also recommend that you join the [British Council teacher community](#) on Facebook to share ideas and collaborate with a global group of teachers.

## Procedure

Stage	Instructions
<b>1. Lead-in</b> (10–15 minutes)  	<ul style="list-style-type: none"> <li>Write the words 'remote learning' on the board. Can your students tell you what it is or write a definition?</li> <li>Give students the <a href="#">student worksheet</a> and tell them to look at the pictures at the top of the page (you could project these onto a whiteboard if you have a projector in your classroom). Ask students to read out the adjectives to check pronunciation and make sure students are aware of the meanings. Give them a couple of minutes individually to decide if they associate each adjective with one or other of the photos (or perhaps neither!).</li> <li>Nominate students to explain which adjectives they chose and why. Alternatively, you could give students sticky notes and ask them to write adjectives for each picture and then come to the board and place them next to the picture they associate them with.</li> <li>Ask students to write three positive and three negative things about each way of learning (use the examples on the worksheet to help).</li> <li><b>Pair-work activity:</b> Students work in pairs to write their sentences, which they can then read out to the class. Again, as an alternative, you could ask students to all write one sentence on a sticky note and stick them on the board, and then read them out to the class to see if there are similar ideas.</li> </ul>
<b>2. Short survey</b> (10 minutes)  	<ul style="list-style-type: none"> <li>Tell students that they are going to complete a survey about their experiences of remote learning. If technology allows, you could create an online survey using Google Forms, which is free, or Survey Monkey, which is also free. Students complete the survey on their phones or other mobile devices and you can show the results in real time. You would need to set up the survey before class and send the link to students or create a QR code so that students can access the survey directly from their device.</li> <li>If you do not have access to a survey tool, ask students to complete the survey on the worksheet.</li> <li><b>Group-work activity:</b> If possible, put students into groups of four or five to compare answers and write a few sentences summarising the main points. Alternatively, you could put each question on a large piece of paper around the classroom and ask students to move around the room, writing their answers on each paper. This way, students can then walk around the room and see all the results. Again, try to synthesise the main results, e.g. <i>Most students had online classes every week. Everyone missed seeing their friends.</i></li> <li>Ask students if there were any answers that surprised them.</li> </ul>

### 3. Video for listening comprehension (5–10 minutes)



#### Option 1: Viewing the video as a whole class

- Tell students that they are going to watch a short video of a 17-year-old Argentinian student talking about her remote learning experience. Direct them to the questions on the student worksheet and encourage them to make notes as they listen.
- Play the video once:  
<https://www.youtube.com/watch?v=bN64cl669qU&list=PLWuYED1WVJINNwvkHWOjQWz5oS6z1yIVE&index=7&t=0s>
- **Pair-work activity:** Ask students to make notes on their worksheet. If possible, ask students to compare their answers in pairs.

#### Option 2: Students view the video on mobile device in class

The same as option 1, but students watch the video on their own mobile device. Make sure they use headphones.

#### Option 3: Students view the video before class at home

In the preceding lesson, give students the link to the video and tell them to watch it in preparation for the class. They should make notes on the following questions:

- Are there any similarities/differences between Augustina's experience of online learning and your own experience?
- What positive and negative things does she mention?

In the lesson, at this stage, ask students to report back to the class, or compare their notes with a partner, then conduct whole-class feedback.

#### Answers



*Positive things: not having to get up early, not having to do homework*

*Negative things: missing her friends, school not organising her day, her schedule being messed up, missing her classes, not understanding her classes, how teachers are managing the situation*

*Overall, she is more negative than positive about remote learning.*

### 4. Reading (5–6 minutes)

- Tell students that they are going to do a reading task to find out about experiences of remote learning from different countries.
- You can cut up the reading tasks and give each student one text (from A to E) to read.
- First, tell students to read their text individually and to identify which of the statements from Task 4 apply to their text. They should write the letter of their text next to each statement that applies. Tell students to underline the part of the text which gives them the answer. Set a time limit (5–6 minutes).

	<ul style="list-style-type: none"> <li>Correct Task 4 together. Identify which students read each text.</li> <li>Then go through each statement and ask students to raise their hands to show if their text mentions it. If there is any disagreement (or more than one answer), be sure to ask students to read out the relevant part of the text.</li> </ul> <p><u>Answers</u></p> <p>1. D, 2. A, 3. D, 4. E, 5. A, 6. C, 7. B, 8. C, 9. E, 10. D, 11. B, 12. B, 13. D, 14. A, B, 15. C</p>
<p><b>5. Post-reading discussion</b> (10 minutes)</p> 	<ul style="list-style-type: none"> <li><b>Group-work activity:</b> If possible, put students into groups of five, where each student has read a different text. Ask students first to make notes on the questions in Task 5.</li> <li>Each student should briefly talk about their text and explain it to their group. Encourage students to justify their opinions here.</li> <li>You could ask students for ideas about how remote learning could be improved, based on what they have read, and write up some suggestions on the board. This will help them with ideas for the writing task.</li> </ul>
<p><b>6. Writing preparation</b> (10 minutes)</p> 	<ul style="list-style-type: none"> <li>Ask students what a report is and when they might have to write one.</li> <li>Tell students that they are going to write a report about their experiences of online learning, so that they can give recommendations for how it might be improved. Emphasise that they can write about their own experience but can also make reference to the other contexts they have learned about in this lesson, perhaps using the statements from Task 4 for more ideas.</li> <li><b>Pair-work activity:</b> Tell students to look at Task 6 on the worksheet. They are going to work in pairs to write a plan for their report. Ask students to talk together to make notes for each section of their report. They should decide what to include in each section and write some sample sentences, using the useful language from the table. If students need to see a sample report, you can show them this sample: <a href="https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report">https://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report</a></li> <li>Encourage them to use clear sections and expand their ideas to give examples and reasons for their ideas.</li> <li>Set a time limit (10 minutes) and monitor to help students with ideas if they need them.</li> </ul>
<p><b>7. Focus on register</b> (5 minutes)</p>	<ul style="list-style-type: none"> <li>Remind students that reports should be semi-formal, so it is important to think about register. Show them Task 7 on the worksheet. Individually, they should choose which sentence (a or b) is more appropriate for this type of task.</li> </ul> <p><u>Answers:</u> b, a, a, b</p>



**8. Writing: In class or at home (30 minutes)**

- There are two options here, depending on the length of your lesson – one is to ask students to write the text collaboratively in class. One way to do this is to open a collaborative document (for example, in Google Docs) and for students to work from a device (laptop, tablet or smartphone) in the classroom. They can then work together to write their text, using the plan that they have already made. Remind them to focus on the useful language and maintain a formal style. With this kind of document, students also have the option of continuing their collaborative work outside of class.
- Alternatively, you can give the task for homework individually. Students can write the report at home, using the plan that they developed collaboratively in class.

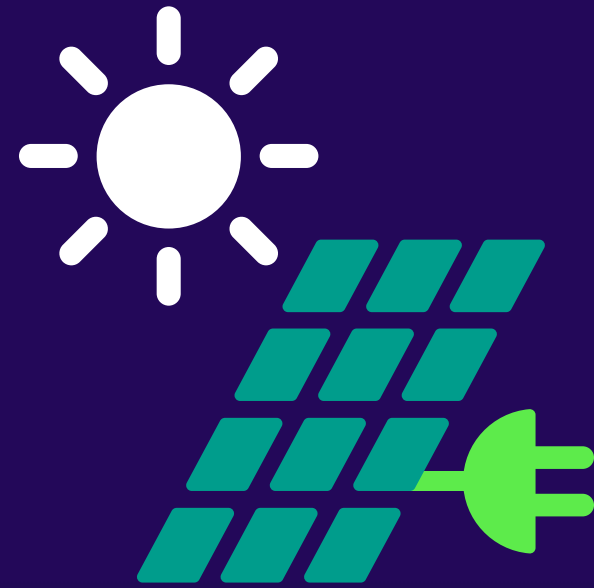
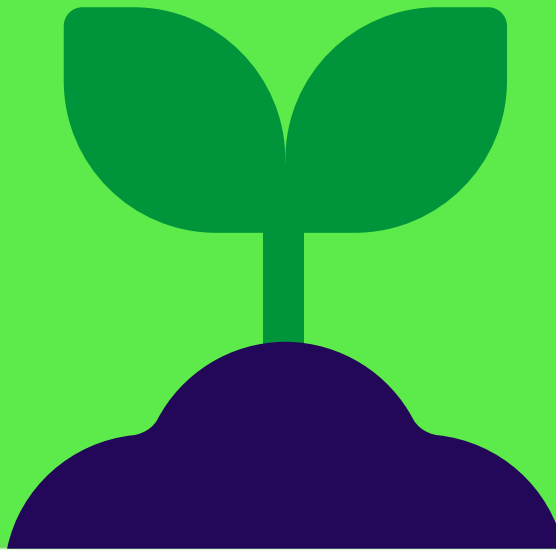
**8. Optional extra activity**

- As an extra activity for homework or as a follow-up, you could ask students to record themselves answering the four questions that they saw in the video earlier and you could ask students to share them in the next class. This is a nice way for students to talk about their own experiences in English. If students are already back at school, they can use the past tense to answer the questions.
- The questions are:
  - How do you feel about not being at school?
  - What do you miss most about not being at school?
  - How are you keeping up with your lessons?
  - What do you want to say to the people watching this video?

**Contributed by**

Cath McLellan





# Our Family Footprint

The environmental impact of family life

Classroom presentation



# Family Footprint

## Learning Outcomes

During and after the lesson, you will be able to demonstrate you can:

- describe the environmental impact of family life
- apply critical thinking and collaborative working techniques
- seek agreement and compromises in group discussions
- use specific vocabulary related to the family footprint
- ask sensitive questions about environmentally responsible behaviours.



# Family Footprint

Transport and Travel	Waste
car-sharing	landfills
emissions	raw materials
fuel efficiency	recycling – aluminium, plastic, glass, paper, food, tin
home-working	

Energy	Food
boiler	diet – meat, beef, vegetarian, vegan
energy efficiency	food miles
solar energy	food waste
thermostat	locally sourced
traditional energy sources – gas, electricity, oil, wood, coal	



# Family Footprint

Transport and Travel	
<b>car-sharing</b>	When several people travel together to save fuel energy
<b>emissions</b>	Poisonous gases produced by cars and other devices
<b>fuel efficiency</b>	Using the least fuel possible for a journey
<b>home-working</b>	Working from home to reduce the environmental impact of travelling

Waste	
<b>landfill</b>	Places where waste and rubbish are buried under the earth
<b>raw materials</b>	Basic materials used to make things, for example wood
<b>recycling – aluminium, plastic, glass, paper, food, tin</b>	Where items we no longer need are used to produce something else or be used again, for example bottles



# Family Footprint

Energy	
<b>boiler</b>	A household device for heating water
<b>energy-efficiency</b>	How different devices use less energy for the same function. Newer cars, for example, are more energy efficient.
<b>solar energy</b>	Power generated from the sun
<b>thermostat</b>	A device to control heating or air conditioning
<b>traditional energy sources (gas, electricity, oil, wood, coal)</b>	Basic things we used and still use to create energy, but with an environmental impact

Food	
<b>diet (meat, beef, vegetarian, vegan)</b>	What we eat
<b>food miles</b>	How far food ‘travels’ from where it is produced to where it is eaten
<b>food waste</b>	Food we don’t eat but throw away
<b>locally sourced</b>	Food that is from our local community or nearby, for example a local farm or fishing boat



# Family Footprint

Below are comments from conversations between family members about their environmental footprint.

Read the comments and then make a list of ways that families can reduce their carbon footprint.  
The vocabulary on the previous slide will help you as well.

‘... we never walk to the supermarket ...’

‘... we often leave the heating on at night ...’

‘... I sometimes buy locally produced food ...’

‘... we never walk anywhere, even though the school is so close to home ...’

‘... your grandmother always fixed things instead of throwing them away ...’



# Family Footprint

On the next slide, there are some questions about families and their environmental impact.

This subject can sometimes be sensitive, so the questions need to be put in a sensitive way too.

Look at the question examples and underline any sensitive questions or advice.

One has been done as an example.



# Family Footprint

Questions:

Do you ever walk to school?

Is it all right to discuss why you don't buy locally produced food?

Do you mind if I ask about your electricity use?

How often do you take the bus to school?

Do you separate glass and paper waste?

How do you feel about trying car-sharing?

Do you ever fix 'old' clothes or shoes and not buy new ones?





# Family Footprint

Questions:

Is it all right to *plus infinitive*

Is it all right to discuss why you don't buy locally produced food?

Do you mind if *plus simple present*

Do you mind if I ask about your electricity use?

How do you feel about *plus -ing*

How do you feel about trying car-sharing?



# Family Footprint



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# The Climate Connection

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# Lesson plan

## Our Family Footprint

**Environmental impact of family life**

Online lesson plan

Suitable for use with secondary learners of English

CEFR level B2 and above

#TheClimateConnection

[www.britishcouncil.org/climate-connection](http://www.britishcouncil.org/climate-connection)



## Our Family Footprint

### Topic

The environmental impact of family life

### Learning outcomes

- Describe the environmental impact of family life
- Apply critical thinking and collaborative working techniques
- Seek agreement and compromises in group discussions
- Use specific vocabulary related to the family footprint
- Ask sensitive questions about environmentally responsible behaviour

### Age group and level

13-17 (B2)

### Time

65-70 minutes or two shorter lessons: Lesson 1 – Stage 1; Lesson 2 – Stages 2 & 3

### Materials

- Presentation (PowerPoint or PDF)
- Student worksheets 1 and 2
- Vocabulary sheet

### Introduction

The climate emergency begins at home, and self-awareness of the impact of home life on the environment is very important. In this lesson, learners will develop their language and 21st-century skills in critical thinking, and reaching agreement and compromise in discussions. They will then



implement a questionnaire with some sensitive questions about home life and its environmental issues.

## Procedure

### Stage one: What are the environmental impacts of our families and homes?

<b>Before the class</b>	Upload the student worksheet and vocabulary sheet to an online file sharing site (Google Drive, Dropbox, One Drive, etc.). Make sure the documents are shareable to anyone who has the link. Alternatively, you can share the documents via a Messenger application during the lesson.
<b>1. Introduce the topic (10 mins)</b>	<ul style="list-style-type: none"> <li>• <b>Display slide 1 of the class PowerPoint or PDF.</b></li> <li>• Briefly check that learners are comfortable with the term 'footprint' as a way of describing an environmental impact. The Cambridge dictionary definition is:  'the effect that a person, company, activity, etc. has on the environment, for example the amount of natural resources that they use and the amount of harmful gases that they produce.'</li> <li>• Ask the learners if they can think of ways their family life impacts the environment. Accept any answers at a class level either orally or as text in the chat function.</li> <li>• <b>Display slide 2 of the class PowerPoint or PDF</b> and briefly go through the aims of the lesson.</li> </ul>
<b>2. Group discussion (20 mins)</b>	<ul style="list-style-type: none"> <li>• <b>Display slide 3 of the class PowerPoint or PDF.</b> Ask learners to copy the vocabulary into their notebooks. If time is short, divide the class into four groups and give each group of learners a different category i.e. transport and travel, waste, energy, food.</li> <li>• If possible, divide the class into breakout groups of around five learners, or if not, into pairs working with private messaging.</li> </ul>



- Ask learners to look at the new vocabulary and discuss the possible meanings within their group or pair.
- After around 5 minutes, bring learners back to the main room.
- **Display slides 4 and 5 of the class PowerPoint or PDF.**
- Go through the definitions with learners to check understanding and help with any new items. Be ready to answer any questions orally or in the chat box.
- **At this point, share the links to student worksheet 1 and the vocabulary sheet with the learners using the chat box.**
- Once learners have the worksheet and vocabulary sheet, tell the learners that they are going to work in groups again, this time to think again about how family life impacts the environment and how the impact can be reduced.
- **Display slide 6 of the class PowerPoint or PDF.** Discuss the comments. How do these actions impact the environment? How can the impact be reduced? For example, driving to the supermarket produces emissions or poisonous gases. We could walk or take a bus.
- Ask learners to make a list of ways families can reduce their environmental impact in their groups or pairs in the breakout rooms. The vocabulary sheet and the examples on the student worksheet should give them ideas.
- After around 5 minutes, bring learners back into the main room as a whole class. Ask each group or pair to appoint a leader to share their ideas with the rest of the class orally or in the chat box when you ask.
- Possible ideas might include the ones below, but accept all ideas:
  - car emissions – using public transport or walking as much as possible
  - impact of electricity use – using solar energy and reducing consumption
  - waste issues – recycling and fixing ‘old’ items
  - food miles – buying locally sourced food.

### Stage two: Questionnaire design



### 3. Writing a questionnaire (15-20 mins)

- Tell the learners they are going to work in their groups or pairs to design a questionnaire about the impact of family life on the environment, and ways of reducing this impact.
- **Display slide 7 of the class PowerPoint or PDF** and explain that sometimes these issues can be sensitive, and people might feel embarrassed or guilty about, for example, how much paper and plastic they waste, when they could reuse and recycle instead. Because of this we may need to use sensitive questions.
- **Display slide 8 of the class PowerPoint or PDF** with examples of questions and ask them to copy them, or share the link to student worksheet 2. Explain that some of the questions are designed to ask about sensitive information.
- Ask the learners to say which questions they think are sensitive.  
The sensitive ones are:
  - Is it all right to discuss why you don't buy locally produced food?
  - Do you mind if I ask about your electricity use?
  - How do you feel about trying car-sharing?
- Ask learners how they know which questions are sensitive. Remind them that sensitive questions are less direct.
- **Display slide 9 of the class PowerPoint or PDF.** Briefly remind learners of the three sentence heads that are used for sensitive questions and of their question stems.
- Explain that each group or pair need to discuss and agree six questions, including three new examples, that they could ask a family about their environmental impact. Remind them that this discussion and agreement may require some compromises. They should write down the questions in the form of a questionnaire.
- Put learners into breakout rooms in their groups.
- After 5–10 minutes, bring learners back to the main room. Ask two or three groups or pairs to tell the class about their discussions and if any



compromises were made to help them reach agreement about the questions they chose. Remind them why compromise is important in discussions, as a way to make the best decisions.

### Stage three: Using the questionnaire and feedback

#### 4. Using the questionnaire and feedback (20 mins)

- Ask the learners to appoint a representative from their group.
- If you are using the breakout rooms, you should 'move' the representatives to visit one or two other rooms (depending on the time available) and ask their questions to individuals in the group about their family footprint. If they are in private messaging pairs, they should swap with other pairs. Remind them about sensitivity. They should make notes on the outcomes. All groups or pairs should be 'visited' at least once.
- Move all learners back to their original groups or pairs to discuss and choose the three most interesting things they discovered from the other groups. They should be ready to present their ideas to the whole class.
- As a whole class, ask each group or pair to share at least one (more if time permits) of the interesting things they discussed.

#### Extension activity

- If time permits, learners can go back to their groups and discuss and agree a list of actions that they think their families could take. They can also discuss if they think families would accept the advice they were given. Ask learners to try and discuss the issues with their families at home

#### Contributed by

Christopher Graham





# The Climate Connection

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# Lesson plan

## Our Family Footprint

**Environmental impact of family life**

Face-to-face lesson plan

Suitable for use with secondary learners of English

CEFR level B2 and above

#TheClimateConnection

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## Our Family Footprint

### Topic

The environmental impact of family life

### Learning outcomes

- Describe the environmental impact of family life
- Apply critical thinking and collaborative working techniques
- Seek agreement and compromises in group discussions
- Use specific vocabulary related to the family footprint
- Ask sensitive questions about environmentally responsible behaviours

### Age group and level

13-17 (B2)

### Time

65-70 minutes or two shorter lessons: Lesson 1 – Stage 1; Lesson 2 – Stages 2 & 3

### Materials

Presentation (PowerPoint or PDF) OR Student worksheet and Vocabulary sheet

### Introduction

The climate emergency begins at home, and self-awareness of the impact of home life on the environment is very important. In this lesson, learners will develop their language and 21st-century skills in critical thinking and reaching agreement and compromise in discussions. They will then implement a questionnaire with some sensitive questions about home life and environmental issues.



## Procedure

### Stage one: What are the environmental impacts of our families and homes?

#### 1. Introduce the topic (10 mins)

- Briefly check that learners are comfortable with the term 'footprint' as a way of describing an environmental impact. The Cambridge dictionary definition is:  
  
'the effect that a person, company, activity, etc. has on the environment, for example the amount of natural resources that they use and the amount of harmful gases that they produce.'
- Ask the whole class briefly how their family life impacts the environment. Accept any answers.

#### 2. Group discussion (20 mins)

- Divide the class into groups of around five learners. Show **slide 3** of the presentation or give a copy of the **student worksheet** to each group and refer them to **Task 1**. Ask learners to look at the new vocabulary and discuss the possible meanings within the group.
- Show **slides 4 and 5** of the presentation or give the **vocabulary sheet** to each group. Give learners five minutes to check any new items, and be ready to answer any questions.
- Explain that groups will think again about how family life impacts the environment and how the impact can be reduced.
- Show **slide 6** of the presentation or refer learners to **Task 2** of the **student worksheet**. Discuss the comments. How do these actions impact the environment? How can the impact be reduced? For example, driving to the supermarket produces emissions or poisonous gases. We could walk or take a bus.
- In groups, learners make a list of ways families can reduce their environmental impact. The **vocabulary sheet** and the examples in the **worksheet** should give them ideas. Move around the groups and help if necessary.



- When they are ready, ask each group to appoint a leader to call out their ideas to you and the rest of the class when you ask. Possible ideas might include the ones below, but accept all ideas:
  - car emissions – using public transport or walking as much as possible
  - impact of electricity use – using solar energy and reducing consumption
  - waste issues – recycling and fixing ‘old’ items
  - food miles – buying locally sourced food

### Stage two: Questionnaire design

#### 3. Writing a questionnaire (15-20 mins)

- Ask the learners to remain in their groups. Tell them they are going to design a questionnaire about the impact of family life on the environment, and ways of reducing this impact. Explain that sometimes these issues can be sensitive, and people might feel embarrassed or guilty about, for example, how much paper and plastic they waste, when they could reuse and recycle instead. Because of this we may need to use sensitive questions.
- Show **slide 8** of the presentation or refer learners to **Task 3** on the **student worksheet**. Explain that some of the questions are designed to ask about sensitive information. Ask learners to identify or underline these questions.  
  
The sensitive ones are:
  - Is it all right to discuss why you don’t buy locally produced food?
  - Do you mind if I ask about your electricity use?
  - How do you feel about trying car-sharing?
- Ask how the learners know which questions are sensitive. Remind them that sensitive questions are less direct. Briefly remind learners of the three example sentence heads and question stems used for sensitive questions. These are available on **slide 9** of the presentation. They are:
  - Is it all right + infinitive
  - Do you mind if + simple present
  - How do you feel about + -ing/noun/noun phrase



- Ask the groups to discuss and agree six questions they could ask a family about its environmental impact. They should include at least three new questions not on the list. Remind them that this discussion and agreement may require some compromises. They should write down the questions in the form of a questionnaire.
- When groups are ready, ask two or three groups to tell the class briefly about their discussions and if any compromises were made to help them reach agreement about the questions they chose. Remind them why compromise is important in discussions, as a way to make the best decisions.

### Stage three: Using the questionnaire and feedback

#### 4. Using the questionnaire and feedback (20 mins)

- Ask the learners to appoint three representatives from their group, two to be speakers and one to be a note-maker. The three representatives should then visit one or two other groups (depending on the time available) and ask their questions to individuals in the group about their family footprint. Remind them about sensitivity. They should make notes on the outcomes.
- Ask the learners to go back to their groups and discuss and choose the three most interesting things they discovered from the other groups. They should be ready to present their ideas to the whole class.
- With the whole class, ask each group to share at least one of the interesting things they discussed.

#### Extension activity

If time permits, learners can go back to their groups and discuss and agree a list of actions that they think their families could take. They can also discuss if they think families would accept the advice they were given. Ask learners to try and discuss the issues with their families at home.

### Contributed by

Christopher Graham



## Our family footprint: Worksheet 1

**Task 1:** The table below shows examples of vocabulary that can be useful in discussing family and household environmental issues. The words are divided into categories. With another student, look at each item and discuss what you think it means. You can check the meaning later with your teacher.

<b>Transport and travel</b> car-sharing emissions fuel efficiency home-working	<b>Waste</b> landfill raw materials recycling – aluminum, plastic, glass, paper, food, tin
<b>Energy</b> boiler energy efficiency solar energy thermostat traditional energy sources – gas, electricity, oil, wood, coal	<b>Food</b> diet – meat, beef, vegetarian, vegan food miles food waste locally sourced

**Task 2:** In the box below are comments from conversations between family members about their environmental footprint. Read the comments and then make a list of more ways that families can reduce their carbon footprint. The vocabulary above will help you as well.

‘... we never walk to the supermarket ...’  
‘... we often leave the heating on at night ...’  
‘... I sometimes buy locally produced food ...’  
‘... we never walk anywhere, even though the school is so close to home ...’  
‘... your grandmother always fixed things instead of throwing them away ...’



## Our family footprint: Worksheet 2

**Task 3:** Below are some questions about families and their environmental impact. This subject can sometimes be sensitive, so the questions need to be put in a sensitive way too.

Look at the question examples and underline any sensitive questions or advice. One has been done as an example.

### Questions

Do you ever walk to school?

Is it all right to discuss why you don't buy locally produced food?

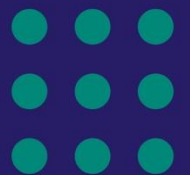
Do you mind if I ask about your electricity use?

How often do you take the bus to school?

Do you separate glass and paper waste?

How do you feel about trying car-sharing?

Do you ever fix 'old' clothes or shoes and not buy new ones?



## Our Family Footprint: Vocabulary sheet

Transport and travel	
<b>car-sharing</b>	When several people travel together to save fuel energy
<b>emissions</b>	Poisonous gases produced by cars and other devices
<b>fuel efficiency</b>	Using the least fuel possible for a journey
<b>home-working</b>	Working from home to reduce the environmental impact of travelling
Waste	
<b>landfill</b>	Places where waste and rubbish are buried under the earth
<b>raw materials</b>	Basic materials used to make things, for example wood
<b>recycling – aluminum, plastic, glass, paper, food, tin</b>	Where items we no longer need are used to produce something else or be used again, for example bottles
Energy	
<b>boiler</b>	A household device for heating water
<b>energy efficiency</b>	How different devices use less energy for the same function. Newer cars, for example, are more energy efficient.
<b>solar energy</b>	Power generated from the sun
<b>thermostat</b>	A device to control heating or air conditioning
<b>traditional energy sources – gas, electricity, oil, wood, coal</b>	Basic things we used and still use to create energy, but with an environmental impact
Food	
<b>diet – meat, beef, vegetarian, vegan</b>	What we eat
<b>food miles</b>	How far food ‘travels’ from where it is produced to where it is eaten.
<b>food waste</b>	Food we don’t eat but throw away
<b>locally sourced</b>	Food that is from our local community or nearby, for example a local farm or fishing boat

