

Learning with The Irrawaddy 22

To accompany the September 2007 issue of The Irrawaddy magazine

Selected article: *Editorial: Nature's Message to the Generals*

Teacher's Notes

Here is the twenty-second issue of Learning with The Irrawaddy, a monthly educational supplement to The Irrawaddy magazine. It is designed for reading/writing, English or social studies classes in Post-10 schools and adult education classes on the Burma border. With each issue of The Irrawaddy, we select one article and design some learning activities for it.

You can teach this to learners with intermediate to advanced English.

NOTE: You do not have to do all of the activities listed in this month's issue. You can choose which activities are most appropriate depending on how much time you have, your learning goals, and the language level and interests of your students.

Activities to do before reading

Activity 1

Editorials

- a) Students discuss the questions in pairs or groups. Then they tell the rest of the class. If the students find this too difficult, discuss them as a class. If you like, use students' first language – the main goal of this exercise is to understand the ideas, not practise English.

Answers

- *An editorial is an article in a publication, usually a newspaper or magazine, expressing the opinion of its editors or publishers.*
- *It is usually written by the editor.*
- *The editor is in charge of the publication. He or she has to decide what is included in it. Some editors write editorials, and decide what the official opinion of the publication will be on certain issues.*

- b) Check the students understand the words in the box.

Students decide in pairs or groups which columns to put the words in. Then they try to think of more words to go in the columns. If they find it too hard, you could do it as a class.

Draw the table on the board and let the groups take turns to write a word in one or both columns until all the words are on the board.

If there is disagreement, get the students to *justify* their opinions (= say why their opinions are right).

Possible answers:

fact – **Both**. (*The focus of news articles is to give facts, whereas the focus of editorials is usually to give an opinion. However, facts are also used in editorials to support the argument.*)

persuade – **Editorials**. (*Persuasion is usually the main purpose of editorials.*)

inform – **Both**. (*Informing is usually the main purpose of news articles. However, editorials also give information which the editor thinks is important, or which support his/her argument.*)

subjective – **Editorials**. (*Editorials give the personal opinion of the writer.*)

opinion – **Editorials**. (*Editorials contain mostly the opinion of the editor. News articles may also contain opinions, but they are usually the reported opinions of interviewees, etc., not the opinions of the writer.*)

objective – **News articles**. (*News is supposed to be objective, i.e. not based on emotions or personal opinions.*)

bias – **Both**. (*News is not supposed to be biased, but often it is. Sometimes news articles report only one side of an argument, or ignore facts which show the writer's opinion is false. Editorials sometimes also give only one side of an argument instead of fairly presenting all sides.*)

argument – **Editorials**. (*Editorials are usually arguments which try to persuade people to believe what the editor believes. News articles can report arguments that other people make, but the writer is not supposed to say what she/he thinks.*)

interview – *News articles.* (Often journalists writing news articles interview people about the topic of the article before they write the story. Sometimes editorials quote from interviews, but editors do not normally conduct interviews in order to write an editorial.)

research – *News articles.* (Before writing a news article, the journalist usually conducts research to get information, e.g. reading reports, interviewing people, looking at photographs. Editorials may contain information from other people's research, but the editor does not usually conduct original research in order to write the editorial.)

- c) Students discuss in pairs or groups. Or you can discuss it as a class, either in English or students' first language.

Possible answer:

A good editorial should be persuasive and informative. More specifically, it should:

- raise awareness of, and give relevant information about, an important issue.
- use evidence and logic to support its claims.
- be logically structured.

It should also represent the opinion and character of the publication.

Activity 2

What do you know?

- a) Check students know what a mind map is.

Students make a mind map in pairs or groups.

After a few minutes, elicit ideas and make a class mind map on the board. If possible, get the students to write the ideas on the board themselves.

Possible answers:

- Deforestation
- Flooding
- Storms
- Contamination (pollution) of water, e.g. Inle Lake
- Shrinking of Inle Lake
- Shrinking fish population
- Air pollution from cars/factories

- b) Students work in pairs or groups.

Then elicit ideas and write them on the board. If possible, get the students to write their own ideas on the board.

(The purpose of this activity is to find out how much students already know as a class, not to give them new information. So if they don't know, don't tell them!)

Possible answers:

Here are a few ideas, but there are many others.

Causes	Effects	Solutions
- production of carbon dioxide from burning of fossil fuels (coal, oil, gas), e.g. in motor vehicles and power plants - deforestation (because trees absorb CO ₂) - population growth and development (which leads to more energy use)	- melting of ice caps and glaciers, leading to higher sea levels, leading to worse flooding - more extreme weather events, e.g. droughts, floods, heat waves, hurricanes - spread of some diseases, e.g. malaria, dengue - more forest fires - extinction of species	- using alternative energy, e.g. nuclear, wind, wave, hydroelectric, tidal, solar - using less energy, e.g. lowering the birth rate, using motor vehicles less - reforestation (planting trees to absorb CO ₂)

Activity 3 Jigsaw gap-fill

Put students into pairs. Student A looks at the text in the box on page 4. Student B looks at the text on page 7. Explain that their partner has the information that is missing from their text. They have to ask questions to get the information. Give them some time to read the text and think of the questions before they start. Also, tell them to ask clarifying questions if they are not sure what their partner said, e.g. *Can you say that again, please?*, *How do you spell that?*. When finished, they check their answers by looking at their partner's text.

If you think this is too difficult or time-consuming, use one of the following methods:

- Write the questions (below) on the board, but mixed up, *not* in the order they have to ask them (and without the numbers next to them!). Students then have to match the questions with the gaps in their text. Then they ask and answer.
- Students read the text to each other. First, Student A reads until she/he reaches a gap. Then Student B reads until she/he reaches a gap, while A writes. Then A reads again and B writes, and so on.

A's questions (some variations are possible):

- (1) *What is global warming?*
- (3) *What is the rise in the earth's temperature caused by?*
- (5) *What causes one third of the warming?*
- (7) *How much will the average temperature rise by 2100?*
- (9) *What must we do to reduce greenhouse gases in the air?*

B's questions (some variations are possible):

- (2) *How much has the average temperature of the earth increased over the last century?*
- (4) *What is the main cause of the increase in carbon dioxide?*
- (6) *What do trees absorb?*
- (8) *What will happen to many species of plants and animals? / What will many species of plants and animals do?*
- (10) *What have most countries in the world signed?*

Answers:

GLOBAL WARMING

Global warming is (1)the increase in the temperature of the earth. Over the last century, the average temperature of the earth has increased by (2)0.6 degrees Celsius. This is caused by (3)the increase in 'greenhouse gases', especially carbon dioxide. These gases keep heat from the sun next to the earth so it cannot escape back into space. The main cause of the increase is (4)our burning of carbon-based fossil fuels, such as coal, oil and natural gas. (5)Deforestation causes about one third (33%) of the warming. Trees absorb (6)carbon dioxide, so the fewer trees there are, the more carbon dioxide stays in the air.

Scientists believe the average temperature of the earth will rise by (7)1.4 to 5.8 degrees by 2100. This could have a severe impact on life on earth. Extreme weather events such as floods, droughts, heat waves and hurricanes will become more frequent. Many species of plants and animals will (8)become extinct. Diseases such as malaria and dengue will become more common.

To prevent this happening, it is vital to reduce the amount of greenhouse gases in the air. To do this, we must (9)reduce our energy use, use alternative energy such as nuclear, hydroelectric, wind, solar and wave power, and reduce deforestation. Most countries in the world have signed the (10)Kyoto Protocol, an agreement made in 1997 to reduce production of greenhouse gases. However, many countries are not following it.

Tell students to read it again and underline any words they don't know and can't figure out. They then check the meanings with their partner and/or a dictionary, and finally with the rest of the class.

carbon-based – made mostly from carbon

fossil fuels – fuels formed over millions of years from dead plants and animals

absorb – to soak up, to take in, e.g. The towel absorbs a lot of water

severe – very bad

impact – effect

droughts /drowts/ – periods when there is no rain for a very long time

heat waves – periods of very high temperatures

hurricanes – very strong winds

extinct /ik-stingkt/ – all dead, no more left

vital /vai-tal/ – absolutely necessary

alternative energy – different kinds of energy (not from fossil fuels)

solar – from the sun

Activity 4 Prediction

Students look at the title only. Make sure they do not read any of the text.

a) Let them think on their own, then elicit some ideas. Get them to be specific, e.g. if they say 'the environment', ask what they think it says about the environment. Ask what argument the editor is making, what opinion he has, what information he provides. Do not tell them the answer yet – they will check later. If possible, let the students write their ideas on the board themselves.

b) Students answer on their own, without reading any of the text.
Don't tell them the answers – they will have a chance to check later.

Activities to do during reading

Activity 5 Reading for gist

Students *skim* the article (= read it quickly in order to get the *gist* – the main idea). If you like, give them a time limit (e.g. 3 minutes). They should not worry about the details, or about words they do not understand. Don't let them check the meaning of any vocabulary yet.

a) Check who made the most accurate prediction.

Possible answer:

The article is about the worsening environmental situation in Burma, and the effect global warming is having on the climate, especially flooding caused by the monsoon weather. It also talks about the government, and businesses connected to the government, particularly their role in deforestation. The writer is very critical of the government, and thinks it should do more to protect the environment.

b) Students choose one of the summaries.

Answer: 2

c) Match the summaries below with paragraphs in the article.

Answers:

1. 12
2. 5
3. 6

Activity 6 Dictionary work

Students first look at the words and phrases to see if they know the meaning of any of them. If they do, they tell the rest of the class. Next, give one remaining word/phrase to each student (or pair of students). They have to find the meaning in a dictionary – either monolingual (English-English) or bilingual. When everyone is finished, they tell the rest of the class what their word/phrase means. Let them use any language – translations are fine.

Answers:

monsoon (n) – a seasonal weather system which often brings heavy rain

ravage (v) – to damage very badly

intense (adj) – very strong and powerful

contamination (n) – 1. making sth dirty or harmful; 2. substances that make sth dirty or harmful

hectare (n) – a measure of land equal to 10,000 square metres (m²), or 0.01 square kilometres (km²)

vast (adj) – huge; very big

timber (n) – wood to be used for building

inferior (adj) – low or lower quality

mangrove (n) – a type of forest that grows in saltwater next to the sea

coral reefs (n) – lines of rocks, plants, etc. in shallow, warm seas, made from the bones of very small sea animals. (They are home to many types of sea life.)

nurture (n) – to take care of sth and promote its growth and development

disaster (n) – an event that causes a lot of damage

Activity 7 Root words

- a) Ask if anyone knows what a root word is. (It is the most basic form of a word, without prefixes and suffixes. Most of the meaning of a word is contained in its root. For example, the roots of *running*, *restarted* and *disagree* are *run*, *start* and *agree*.) Students write the roots of the four words from the article. Do the first word as a class to be sure they get the idea.

Answers:

reforestation
forest

southern
south

international
nation

illegally
legal

- b) Students write the definitions or translations of any words they do not know, and mark the part of speech: noun, pronoun, verb, adjective, adverb, etc. They can ask other class members, but should not use a dictionary as this could spoil the next activity.

Answers:

(Note: sb = somebody; sth = something.)

concern – (n) 1. a feeling of worry; 2. sth that is important to you or involves you.
(v) 1. to affect or involve sb/sth; 2. to worry sb

inform – (v) to give information about sth

depend – (v) to rely on sb/sth; to be able to trust sb/sth; to be influenced/affected by sb/sth

able – (adj) to have the ability, time, power, etc. to do sth

question – (n) a sentence that asks for an answer. (v) to ask questions; to express or feel doubt about sth

system – (n) a set of rules for doing something; a particular way of doing sth

preserve – (v) to keep sth safe or in good condition

- c) Students *scan* the article for *derivations* of the words in b). (*Scanning* is when you know what information you are looking for, so you look at the text quickly and ignore all the text except the parts that contain that information. *Derivations* are words that *derive from* [= come from; are made using] a root.) They try to figure out the meanings, but if they can't, they can look them up in a dictionary and/or ask other students. Then check them as a class.

Answers:

unconcerned – (adj) not concerned; not caring or worrying

uninformed – (adj) not knowledgeable; not knowing about a situation

interdependent – (adj) depending on each other

enabling – (v) making it possible for sb/sth to do sth

questionable – (adj) that you have doubts about; not certain

systematic – (adj) done using a fixed plan or method

preservation – (n) keeping something safe or in good condition

Elicit the point that the part of speech in derived words is often (but not always) different from the root.

- d) This is an optional activity. If you don't have much time, or if you want to focus on reading/writing, leave it out.

Students try to mark the (main) stress on the words. If they don't know (which is likely), they can use a dictionary or ask you. In most dictionaries, the stress is marked with a ' before the stressed syllable when written in the phonetic alphabet, e.g. /'futbɑ:l/ = FOOTball, /ɪn'tend/ = inTEND. They can mark it on their words in the same way (using a '), or they can put a circle over the stressed syllable.

Answers:

'question – 'questionable
in'form – unin'formed
de'pend – interde'pendent
pre'serve – preser'vation

'able – en'abling
con'cern – uncon'cerned
'system – syste'matic

Elicit the point that the stress sometimes (but not usually) changes. Get the students to repeat the pairs of words so they can practise their pronunciation, e.g. *preSERVE* – *preserVAtion*.

Activity 8 Vocabulary in context

Students read the text carefully and find the words. They should be able to figure out meanings from context (= the situation; the words that come before and after). For example, look at the first sentence: *Burma suffered heavily in this year's monsoon, which brought severe flooding...* Even if they have never heard the word 'monsoon', they know it is a noun, and they can probably guess that it comes every year, and that it can cause flooding. Then they look at the list of definitions and see (i), which describes a noun and mentions seasons and weather and heavy rain.

Answers:

- | | | | |
|------|------|-------|-------|
| 1. h | 5. j | 9. c | 13. g |
| 2. k | 6. d | 10. i | |
| 3. e | 7. b | 11. l | |
| 4. a | 8. m | 12. f | |

Note: Not all of the difficult vocabulary in this article is taught in these activities. That is because they are not very useful words, and are not necessary to answer the questions below; or because we think the students probably know them already.

However, you may like to explain them only if your students ask about them, so here are some more words and phrases with their definitions:

stoically (adv) [2] – without complaining

shrug off (v) [2] – to not allow sth to affect you; to not be concerned by sth

symptom (n) [2] – a sign

rising (v) [3] – increasing; going up

blamed (v) [5] – given the responsibility, e.g. Myint Aye was blamed for the theft

indiscriminately (adv) [6] – without making good judgements; without caring about the consequences

handing out (v) [6] – giving

cronies (n) [6] – friends (used in a critical way); people who you do special favours for

declares (v) [8] – states publicly and officially; says in a strong, clear way

taken ... seriously (v) [8] – treated it as important, e.g. Education is taken very seriously at this school.

awareness (n) [8] – knowledge or interest

efforts (n) [9] – attempts; tries

considered (v) [9] – believed; thought

contributor (n) [9] – sb/sth that contributes to (partly causes) sth

environmentalist (n) [11] – a person who wants to protect the environment

well suited to (adj) [11] – suitable for

in the interests of [12] – for the sake of; for the benefit of

witnessing (v) [12] – seeing; experiencing

Activity 9 Fill the gaps

Answers:

1. Russia is absolutely vast. It's the biggest country in the world.
2. I want to cut down some trees so I can use the timber to build a new house.
3. Your boyfriend is inferior to mine. Mine is much better-looking and has a bigger car.
4. My friends were fined by the police because they didn't have driving licenses.
5. It is vital to study hard if you want to pass your exams.
6. Some people were really worried about Katie's illness, but I was unconcerned because I don't care if she dies.
7. The contamination of our drinking water by chemicals from the factory really concerns me.
8. We should try to prevent global warming for the sake of our children.
9. We need to take some measures to stop cheating in exams.
10. He won the debate because I was completely uninformed. I didn't know anything about the situation.

Activity 10 Reading for detail

- a) Elicit the type of reading students should do to check their answers.

(Answer: scanning)

Students scan the article and check their answers. Did anyone get them all right?

Answers:

1. True. [1]
2. True. [7]
3. False. (It was 0.6 degrees cooler. [3])
4. True. [8]

- b) Students read the article in more detail. Make sure they realise that the answers to some of the questions are not in the article, so they have to write *Don't know*, and that they have to correct false sentences.

Answers:

1. *True [2]*
2. *Don't know*
3. *False. Burma's monsoons are becoming shorter but more intense. [3]*
4. *True. [4]*
5. *True (34,000,000 x 0.01 = 34,000). [6]*
6. *True. [9]*
7. *Don't know.*
8. *False. U Ohn said the government should take care of Burma's forests so they can be used for tourism. [11]*

- c) Students answer the questions.

Answers:

1. *The Burmese government and businesses connected to it.*
2. *Because they absorb more carbon dioxide than other forest types.*
3. *Deforestation, greenhouse gases*
4. *flooding, temperature rise (0.6 degrees in Burma since late 1970s)*
5. *preservation of forests, eco-tourism*

Activities to do after reading

Activity 11

Think for yourself

Let students think about these questions on their own and make some notes. If you like, you can then put them in groups to discuss them before you discuss them as a class.

Possible answers:

- a) *Because it can make a lot of money from selling timber and other environmentally damaging activities, such as industry which pollutes water. Because other governments and civil society organizations do not have enough influence to persuade the Burmese government to improve its policies.*
- b) *Because environmental problems are not reported much in the media, which is controlled by the government. Because the education system is poor and government-controlled.*
- c) *Probably worse, because there is no sign of the government listening to its critics, and the demand for timber and the products of other damaging industries is growing.*

Activity 12

Quiz

Decide whether they have to do it individually or in pairs/groups. You read out the questions (twice each, to be sure they understand) and the students write the answers. Then they swap papers for marking, and add up the scores.

Make sure students do not look back at the text, either the article or the jigsaw gap-fill text, while answering. Consider giving a small prize to the winner(s).

1. Which gas is the biggest cause of global warming?
Carbon dioxide (CO₂)
2. How much will the earth's temperature rise by 2100?
1.4 – 5.8 degrees Celsius (°C)
3. Name three fossil fuels.
Coal, oil, gas
4. Name three kinds of renewable energy.
3 from: nuclear, wind, wave, solar, hydroelectric, tidal, geothermal
5. Name three extreme weather events that could become more common.
3 from: hurricanes, droughts, heat waves, floods
6. How many people became homeless in Burma because of the recent flooding?
Tens of thousands
7. What percentage of Burma is covered by natural forest?
About 50%
8. What type of forest absorbs the most carbon dioxide?
Mangrove
9. Which environmentalist is mentioned in the article?
U Ohn
10. Name three areas of Burma that the environmentalist said would be well suited to eco-tourism.
3 from: the Popa area; the forests around Inle Lake in southern Shan State; areas of northern Kachin State and western Arakan State; the mangrove forests in the Irrawaddy Delta; coral reefs in Tenasserim Division

Activity 13 Vocabulary

One common complaint from students is that they can understand new vocabulary but cannot use it properly in sentences. These exercises are designed to help students use some of the new vocabulary in an appropriate way – on the right kind of topic, with the matching prepositions, verbs, etc. – as well as reminding them of their meaning. If you want them to practise other vocabulary from the article, you can do the same exercises with different words and phrases.

- a) In pairs or groups, students try to remember the sentence, clause or phrase in which the words were used in the article. Then let them check their answers with the article. If you think they need more practice with these words, make them write their own sentences with them.

Answers:

1. *uninformed* – “...environmental problems are given little attention by an unconcerned government and an uninformed public.”
 2. *severe* – “...which brought severe flooding and left tens of thousands homeless.”
 3. *scale* – “...Burmese environmental problems are international in scale.”
 4. *impact* – “While global warming is having an impact...”
 5. *questionable* – “...the quality of the remaining timber is questionable.”
- c) Students write sentences. You decide whether they do this in pairs/groups or on their own.

Example answers:

1. *lacking* – This school is lacking teachers because of resettlement.
2. *preservation* – The preservation of our culture is important to me.
3. *vital* – It is vital that I pass my exams because I want to go to college.
4. *for the sake of* – I’m going to stop smoking for the sake of my health.
5. *measures* – The police didn’t take enough measures to reduce crime.

Activity 14 **Evaluation**

This is a very difficult activity which requires a very good understanding of the article, and some standards by which to judge it. It is most suitable for upper-intermediate and advanced students who are interested in critical thinking or journalism. It is fine to leave it out and do other activities instead.

Students evaluate the article (= decide how good it is). Give students some time to think for themselves and make notes before putting them into pairs or groups. If you like, get them to write the evaluation, individually or in pairs/groups, including an introduction and conclusion, and hand it in for marking. Alternatively, they could present their evaluation to the class. It’s up to you.

Possible answer:

The answer is partly subjective. It depends largely on what qualities students think a good editorial should have, and on what they think the purpose of this editorial should have been. The following are just suggestions; you and your students may have different ideas.

Possible strengths include:

- *It raises awareness of an issue which is not well understood or often enough discussed by Burmese people, and it links it to Burma, which makes it more relevant and interesting for them.*
- *It gives some information about the causes of global warming (especially deforestation and its relation to greenhouse gases), the effects (flooding, temperature rises), and some solutions (forest preservation and eco-tourism).*
- *It links the issue to the political and social situation in Burma and to some extent the rest of the world.*

- *It often uses evidence to support its argument, e.g. quotations from the government and U Ohn, amount of temperature rise since the late 1970s.*

Possible weaknesses include:

- *It leaves out a lot of important information about global warming. For example, it doesn't explain the greenhouse effect, or the main cause of global warming, i.e. carbon dioxide emissions from burning fossil fuels in cars, power plants, etc.; the focus is all on deforestation. It doesn't mention that developed countries such as the USA caused most of the problems, or that big developing countries such as China and India will cause most of the warming in the future. Nor does it talk about effects other than severe monsoons, nor solutions other than forest preservation. Thus, readers who do not already know about global warming may get wrong ideas about it from this article. However, it can be argued that the purpose of the article is not to give general information about the topic. There is not space for that. Also, deforestation is the main way in which Burma contributes to global warming (its greenhouse gas production is quite low), so perhaps it is a good idea to focus on that.*
- *Paragraph 4 does not seem to be connected to the other paragraphs around it, and no examples, evidence or explanation are given for its claims. Paragraphs 8, 9 and 13 are also partly about the international aspect of global warming, so perhaps it would be better to put the statements in paragraph 4 later in the article, or just delete it.*
- *The article claims in paragraph 9 that the "preservation of Burma's forests is vital to international efforts to curb so-called 'greenhouse gases'". The last paragraph also claims that if the regime does not preserve its forests, there will be more "monsoon disasters in the future". These claims are questionable. It is almost certainly true that deforestation contributes to global warming, but preserving Burma's forests would probably not be vital if greenhouse gases were reduced in other ways, e.g. other countries reduced their CO2 emissions and/or deforestation. And even if Burma preserved its forests, there would probably be a lot of global warming anyway, because other countries are not doing enough to fight global warming either.*
- *The editor seems to agree with U Ohn that the government should promote eco-tourism. But many people and organisations, including Daw Aung San Suu Kyi, say tourists should not come to Burma. A lot of the money from tourism goes to the government, and sometimes forced labour is used to build tourism infrastructure (e.g. roads, hotels). However, if students think it would be worth it for the sake of preserving the forests, perhaps this is not a fault in the argument.*

Activity 15 Letter

Students write a letter to Than Shwe. They can just use the information in this article and the Global Warming text, but if possible, they should use other sources to get more information (e.g. Encarta, textbooks, magazines, the internet). If you like, give them a minimum number of new words/phrases they have to use, e.g. 6.

Activity 16 Poster presentation

Note: There is not much benefit in doing this activity if you are going to do Activity 18.

In pairs or groups, students make a poster about one aspect of global warming. If possible, they should use other sources to get more information (e.g. Encarta, textbooks, magazines, the internet). They present their poster to the class, i.e. they explain in more depth what it means and why they used the chosen images/words. Give them a time limit, e.g. 5 minutes per group. Make sure every group member participates in making and presenting the poster.

You choose the topics based on what information they have available to them. See Activity 18 for a list of possible topics.

Activity 17 Speech

There are a few different ways of organising the speeches; you decide which is most appropriate for your class.

- First you have to decide if it is to be done in English, Burmese or another language. We recommend doing it in a language they are fluent in. Translating difficult concepts from English to another language is a useful skill for them to practise.
- Also, you have to decide whether they work individually or in pairs or groups. Individually may give each student the most practice, but it may be boring and time-consuming to listen to every student speak on the same topic. If you put them in groups, each student can prepare just one part of it and they can take turns speaking.
- How much preparation time will you give? For a 1-2 minute speech, 10-20 minutes is probably enough. For a longer one, you may like to let them prepare it for homework.
- Don't let students write the full speech, but they can make brief notes if they like.

Consider giving a small prize to the best speaker(s).

Activity 18 Project

This project is not suitable for most classes. It requires that students have access to a lot of information, know how to find it, and have English which is good enough to understand it. It is probably most suitable for students with upper intermediate or advanced English, who have experience or advice about finding information. There are plenty of other activities above, so it is fine to leave this one.

In groups, students find out about one aspect of global warming. Possible sources of information include:

- magazines
- textbooks
- encyclopedias (e.g. Encarta)
- the internet (e.g. <http://simple.wikipedia.org/>; <http://wikipedia.org>. They can also type relevant words into www.google.com)

What they do with the information is up to you. Some possibilities include:

- **Presentation.** Each member of the group speaks about one part of their topic. Give a time limit for the group – anywhere between 5 and 20 minutes is OK, depending on how much information they have managed to get.
- **Report.** Students write a report about their topic, including an introduction and conclusion.
- **Pamphlet.** The whole class works together to create an informative pamphlet (a very thin book), with sections on each topic. This could be distributed to others in the school or wider community.

The following is a list of possible topics, with some questions to help guide the research and writing.

A. The Greenhouse Effect

- How does it work?
- Is it a good or a bad thing?
- What has changed recently?

B. The Causes of Global Warming

- What are the main causes?
- Who has caused most global warming so far?
- Who will cause most global warming in the future?

Note: If you have a big class and a lot of information, you could split this into two topics: Greenhouse Gas Emissions and Deforestation.

C. The Impact of Global Warming

- How will people be affected?
- How will wildlife be affected?
- Who and which places will be affected the most?

Note: If you have a big class and lots of information, this could be split into at least two topics: The Impact on People and The Impact on Wildlife. But make sure they talk about how the impact will be different for different people/places/species (e.g. rich/poor, developed/undeveloped countries).

D. Solutions to Global Warming

- What solutions are available?
- What has been done so far?
- Who is acting ethically? Who unethically?

Note: This topic could be split into smaller topics, e.g.:

Sustainable Energy

- What are the main types available?
- What are their advantages and disadvantages?
- Could any of them be used in your community/country?

Combatting Deforestation

- What has already been done to reduce deforestation?
- What more can and should be done?
- Why is it difficult to combat deforestation?

Political Solutions

- What agreements have countries made to help combat global warming?
- Which countries are acting ethically? Which unethically?
- What more should governments do?

Individual Solutions

- What can individuals do to fight global warming?
- Who should take the most action?
- Why aren't people doing more?